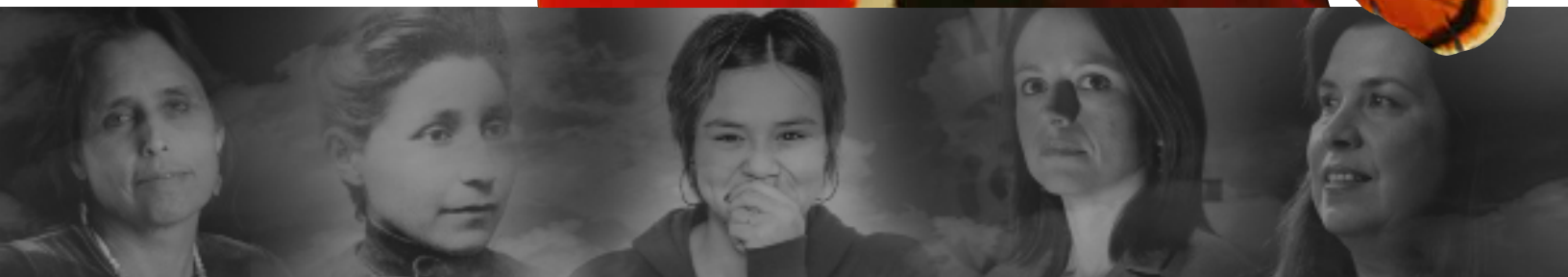
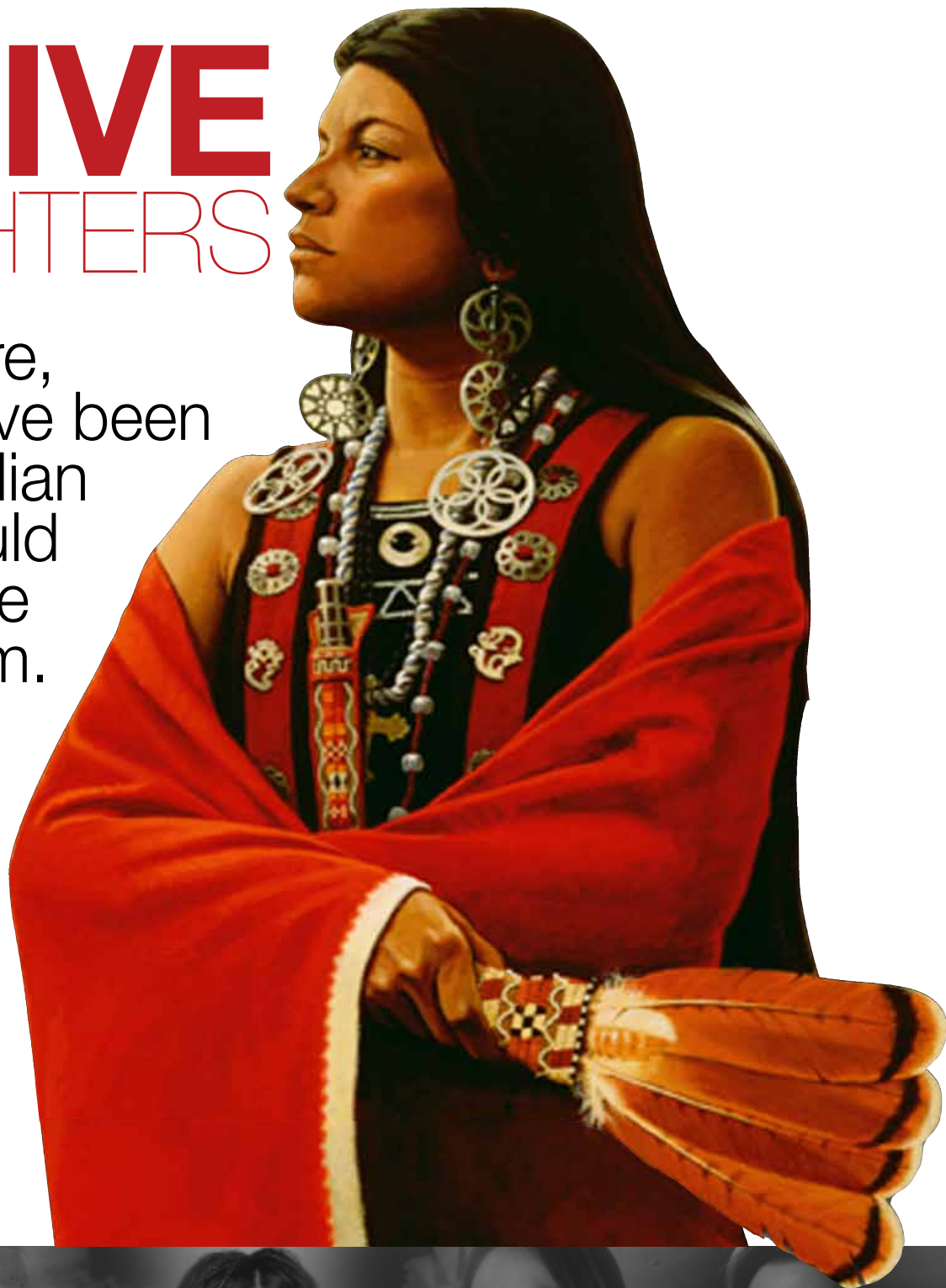


C U R R I C U L U M   C O M P A N I O N

# NATIVE DAUGHTERS

Who they are,  
where they've been  
and why Indian  
Country could  
never survive  
without them.



# NATIVE DAUGHTERS | INTRODUCTION

**D**edicated to spotlighting Native American women who have defied odds, broken the mold of stereotypes and brought the powerful traditional role of the Native American woman into the twenty-first century, the Native Daughters Project is a first of its kind created by the University of Nebraska-Lincoln's College of Journalism and Mass Communication. These women create laws, create movies and write stories that weave tradition with technology. They fight crime on the front lines and corruption in the court rooms. They heal minds and bodies. These women make beautiful bead work and music and blaze trails by breaking gender constraints and leading their tribes. And until now, their stories were untold.

The curriculum on this disc was written by teachers. Teachers who know that engaging students is just as important as complying with state standards. This curriculum was written for teachers. Content rich, standards aligned, engaging lessons are just a click away. And don't fear, so is all the background knowledge you will need to teach your students about these Native Daughters.

## PROCEDURAL NOTES

**N**ative Daughters is a starting point for incorporating and integrating Native American culture and the issues facing Native American women currently and historically to enlighten students. It is not intended to be an exhaustive curriculum for teaching about Native Americans past, present or future. There are 500-plus recognized tribes across the United States. In order to understand Native history and culture, it is essential to understand Native American women.

The target audience for this curriculum is grades 4-12. However, all the lessons are written so they can be adapted to any grade level.

In this curriculum guide, you will first find a summary of each unit attached to each theme. Then you will find a set of lesson plans that corresponds with the seven themes in the Native Daughters magazine, which was produced by the University of Nebraska-Lincoln College of Journalism and Mass Communications. These lesson plans are comprehensive and include all the information you will need to feel confident presenting the material. This information includes: objectives, connections to Nebraska state standards, curricular integration, materials/supplies needed, suggested vocabulary, essential and discussion questions, activity directions, and assessment ideas. To help you also feel more knowledgeable additional resources may also be listed.

Teachers are advised to preview any materials, particularly video pieces before showing in class. Online resources should be checked to see if district firewalls allow access. All materials should be reviewed to make sure that they comply with district policy.



Fourteen teachers and two program coordinators spent a week in July 2011 at UNL's College of Journalism and Mass Communications building this free curriculum companion for the Native Daughters magazine with help from the Nebraska Humanities Council.

## FUNDING FOR THIS PUBLICATION

This curriculum companion is a product of a Nebraska Humanities Council grant in partnership with the Nebraska Department of Education's office of multicultural/diversity education and the University of Nebraska-Lincoln's College of Journalism and Mass Communications, which produced the Native Daughters magazine, website and documentary.

UNIVERSITY OF  
**Nebraska**  
Lincoln



Nebraska  
Humanities  
Council



# NATIVE DAUGHTERS | TABLE OF CONTENTS

## UNIT SUMMARIES PAGE 4



## LAWGIVERS PAGE 8

Lesson 1: Native American Women in Law  
Lesson 2: Who's In Charge? Jurisdiction, Conflict and Responsibility on the Reservation  
Lesson 3: The Changing Role of Native American Women  
Lesson 4: Sports Teams and Product Logos



## ARTISTS PAGE 14

Lesson 1: Valerie Red-Horse: Her Story  
Lesson 2: Telling Her Story through Film  
Lesson 3: The Fight against Frauds



## ENVIRONMENTALISTS PAGE 17

Lesson 1: Connecting To the Environment  
Lesson 2: Protecting our Water Resources  
Lesson 3: Jobs of the Future: Going Green



## STORYTELLERS PAGE 21

Lesson 1: Bringing Lift to Words  
Lesson 2: Once Upon their Time  
Lesson 3: White Buffalo Calf Woman



## HEALERS PAGE 24

Lesson 1: Women of Medicine in History  
Lesson 2: Western Medicine and Native Medicine  
Lesson 3: Public Health and Community



## WARRIORS PAGE 27

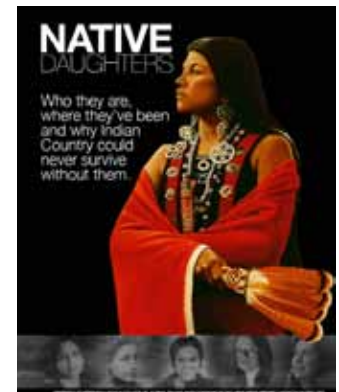
Lesson 1: Daring to Defy: Darla Black  
Lesson 2: Defending their Country, Honoring Their Culture  
Lesson 3: Other Native Daughters in Uniform: The Apache 8



## LEADERS PAGE 30

Lesson 1: Identifying and Developing Leadership Skills  
Lesson 2: Native American Women in Leadership Roles  
Lesson 3: Tribal Government and Sovereignty

## HANDOUTS APPENDIX PAGE 35



## PURCHASING THE NATIVE DAUGHTERS MAGAZINE

This curriculum companion complements the Native Daughters magazine, produced by University of Nebraska-Lincoln journalism students. To purchase classroom sets or individual copies of the magazine, please contact professor Joe Starita in one of the following ways:

**Phone:** 402.472.8280.

**Email:** jstarita2@unl.edu

**Website:** [native daughters.org](http://native daughters.org)

**Mail:** Joe Starita,  
239 Andersen Hall,  
Lincoln, NE 68588-0443



# NATIVE DAUGHTERS | UNIT SUMMARIES

## LAWGIVERS

### LESSON OBJECTIVES

Students will:

- learn about the legal issues facing Native American people on and off the reservation.
- examine the issues of American Indian mascots in sports and product logos.
- learn about the history of women's roles and positions in tribal societies and how they have changed.
- learn about one woman's struggle to overcome obstacles and fulfill her dream of becoming an attorney.

### CURRICULUM INTEGRATION

Social Studies, English

**SUMMARY** From disputes over land and domestic abuse prosecution to the use of Native American images and symbols by sports teams, Native women face a number of legal challenges on and off the reservation. Some are fighting these struggles within the system as attorneys and others work as activists.



### BACKGROUND KNOWLEDGE

- Familiarize yourself with the various U.S. laws mentioned in Lesson 2 regarding land ownership and jurisdiction.
- View the videos and explore the websites suggested in Lesson 4 regarding the controversy of Native American mascots.
- Read the Lawgivers section in the Native Daughters magazine.

### UNIT TOPICS

1. Profile-The life of Danelle Smith
2. Understanding the Changing Role of Women in Native American Society
3. Native American Mascots and their impact on society
4. Jurisdictional Issues: better understanding who's in charge

### LESSON PLANS

- Native American Women in Law
- Who's in Charge? Jurisdiction, Conflict, and Responsibility on the Reservation
- The Changing Role of Women in Native American Society
- Native American Mascots: Sports Teams and Product Logos

**EVALUATION/ASSESSMENT** Included in the lesson plans

## ARTISTS

### LESSON OBJECTIVES

Students will:

- gain knowledge of modern Native American female artists.
- will research a Native Daughter in the magazine or from their own histories to tell their stories, creating artistic media of their choices, and understand how art can express who Native people are and the obstacles and challenges they face .
- be introduced to various Native art forms and how they are used.
- gain knowledge about how Native Art is constantly evolving.
- be able to experience the lives of Native American women and their roles in keeping their cultures alive.

### CURRICULUM INTEGRATION

Art, Music, English, Social Studies, Language Arts

**SUMMARY** Students will learn how Native American women keep their culture alive through art. Students will tell stories of various Native American women and share their stories through various art media and present their work.



### BACKGROUND KNOWLEDGE

- Teachers should read the magazine section and view videos.
- Visit website about Valerie Red-Horse.
- Familiarize yourself with film making software to create a short documentary.
- Research various artistic medias and how they are created/used.

### UNIT TOPICS

- Native American art forms and artists

### LESSON PLANS

- Essential questions... Who is Valerie Red-Horse?
- How do Native women artists express themselves through various art media?
- Why is it important we continue to teach ourselves and others about Native women and their role in keeping their cultures alive?
- How can we learn more about Native American culture through art?

**EVALUATION/ASSESSMENT** Student will demonstrate their mastery skills using artistic media through the materials they produce at the end of each lesson.

# NATIVE DAUGHTERS | UNIT SUMMARIES

## ENVIRONMENTALISTS

### LESSON OBJECTIVES

Students will:

- learn about Native American viewpoints concerning the environment, historically and in contemporary society.
- chart the significant historical issues that contributed to decreases and increases in Traditional Native American Knowledge.
- interpret the results of a science experiment on water pollution
- analyze Native American points of view on water use and concerns for the future.
- read about and discuss green economy issues and give examples of “green jobs.”

### CURRICULUM INTEGRATION

Science, Language Arts, Social Studies, Career Education

**SUMMARY** The practice of responsible environmental stewardship is embedded in the Native way of life. This viewpoint is portrayed in the articles “Standing Her Ground” and “Land on Life Support.” The concept of Seven Generations, for Native people, involves looking back seven generations to what the ancestors did for the people now, then accepting the same responsibility they carried, to ensure a healthy environment for the seven generations to come. “Everything in our creation is our relative. Earth, Water, Air, and all the standing silent nation – we are all related,” White Plume says. “Part of our spiritual and social and political obligation is to protect our relatives.” Who better to tend mother Earth than Native Daughters?



### UNIT TOPICS

- How environmental activists are working to protect natural resources
- Understanding traditional Native American ways of looking at the environment compared to mainstream views
- Experimenting to find out what water pollution is and how it affects the water we use daily
- Exploring the concept of “green jobs” and how they can impact society.

### LESSON PLANS

- Connecting to the Environment
- Water Pollution
- Jobs of the Future: Going Green

**EVALUATION/ASSESSMENT** Included in lesson plans.

## STORYTELLERS

### LESSON OBJECTIVES

Students will :

- gain knowledge of modern Native American female storytellers.
- understand the history, purpose and types of the oral storytelling tradition in Native American cultures
- learn to interpret Native American origin stories and demonstrate that knowledge and strengthen their public speaking skills and practice the use of visual aids in a presentation.

### CURRICULUM INTEGRATION

Social Studies, Language Arts

**SUMMARY** This unit focuses on Native American Storytelling. Students will study the life of a woman Native American Storyteller. Students learn the four purposes that Native American stories serve. Students will also learn and understand a Native American origin story and present it to the class using visual aids.



### UNIT TOPICS

- Native American Traditions
- Native American Women
- Public Speaking
- Integrating Technology
- Modern Native Americans

### LESSON PLANS

- Virginia Driving Hawk Sneve
- Native American storytelling
- Native American origin stories

**EVALUATION/ASSESSMENT** Students will demonstrate their mastery of the material through the materials they produce at the end of each lesson.

# NATIVE DAUGHTERS | UNIT SUMMARIES

## HEALERS

### LESSON OBJECTIVES

Students will:

- look at scientific endeavor as a personal issue.
- address the issues of public health faced by communities today. investigate the roles of western and native medicines in society today.

### CURRICULUM INTEGRATION

Science, Career Education, Social Studies and Language Arts

**SUMMARY** This unit deals with women healers both past and present, some of their contributions to society as a whole and certainly their contributions to Indian Country. Ethnobotany, Native medicine Western medicine and Public Health as well as potential career ideas are all a part of this unit.



### LESSON PLANS

- Women of Medicine in History
- Western vs. Native Medicine
- Public Health and My Community

### EVALUATION/ASSESSMENT

- Reading summaries
- Discussion questions
- Presentations

## WARRIORS

### LESSON OBJECTIVES

Students will:

- analyze and examine gender roles.
- discuss cultural differences of women in uniform.
- study virtues of Native cultures.
- learn about the history of the White Mountain Apaches, the resources and perils of living in a mountainous forest region and the experiences of women on the Apache 8 Wild Lands fire crew.
- explore what it takes to accomplish goals, how stereotypes and biases may get in the one's way, and what resources and steps are needed to be successful.
- analyze the role of ceremonies and the importance of being part of a community in self-determination.
- apply ideas about strength in character, determination and dedication to their own lives.

### CURRICULUM INTEGRATION

Social Studies, Language Arts

**SUMMARY** These lessons examine the term of "warrior" and challenge stereotypes of culture and gender. Women are profiled in these lessons who hold nontraditional roles. They are military veterans, police officers and firefighters. Students will be challenged to better understand the contributions these women have made while also examining Lakota virtues and having discussions related to both traditional concepts associated with the U.S. military.



### UNIT TOPICS

- Native women in the military
- Profile of a female tribal police officer fighting against in-justice, standing up for principles
- Using camaraderie and cultural ties to strengthen skills to perform dangerous male-dominated roles

### LESSON PLANS

- Defending their Country, Honoring their Culture
- Daring to Defy: Darla black
- Other Native Daughters in Uniform: The Apache 8

**EVALUATION/ASSESSMENT** Students will complete a variety of activities within the lessons that will demonstrate their research, analysis, and recall skills.

# NATIVE DAUGHTERS | UNIT SUMMARIES

## LEADERS

### LESSON OBJECTIVES

Students will

- identify leadership skills and self assess their own leadership qualities.
- compare and contrast European ways of leadership and governance with Traditional ways of leadership and governance.
- develop a better understanding of the importance of women's leadership in traditional society.
- define tribal sovereignty and discuss the rights and responsibilities associated with tribal sovereignty.

### CURRICULUM INTEGRATION

Social Studies (History, Government, Sociology, Women's Studies, Social Justice), Language Arts, Career Education

**SUMMARY** The theme of Leadership crosses all of seven of the Native Daughters themes because all of the women profiled in this magazine are leaders in various ways. The lessons in this theme will highlight what leadership looks like while helping students better understand how European influence changed leadership roles of women in Native American tribes and why it has been such a long fight to reassert the importance of the leadership of women. This theme will also further discuss the complexities of Tribal governance and leadership. European influence also impacted overall tribal governance and leadership and in many ways has lead to the on-going social ills that are impacting Native Daughters in particular and Native American people as a whole today.



### UNIT TOPICS

- Qualities of a Leader
- Traditional Roles of Native American Women
- European Influence on women's roles and tribal governance
- Modern Native American women leaders

### LESSON PLANS

- Identifying and Developing Leadership Skills
- Native American Women in Leadership Roles
- Tribal Governance and Sovereignty

**EVALUATION/ASSESSMENT** Variety of authentic assessments used for the lessons.

### TEACHING NOTES:





*"An ordinary life examined closely reveals itself to be exquisite and complicated and exceptional, somehow managing to be both heroic and plain."*

—Susan Orlean

"The Bullfighter Checks Her Makeup"

### LESSON OBJECTIVES

- See nonfiction as a way of telling a story and not just giving facts.
- Know the definition of creative nonfiction.
- Identify similarities and differences of a creative nonfiction and fiction articles.
- Understand the struggles by native women who want professional careers.
- Use the techniques of creative nonfiction to write their own profile.

### CURRICULUM INTEGRATION

Language Arts, Government

### MATERIALS NEEDED

- Native Daughters magazine article Rescuing the Rez, pages 4-9.
- Graphic organizer of a life plot (see appendix in student handouts)
- Poster board or large paper

### ESSENTIAL QUESTIONS

1. How can creative nonfiction be used to tell a person's life story?

### VOCABULARY

- Fiction
- Creative nonfiction
- News feature

### NEBRASKA STATE STANDARDS

Language Arts

12.1.6, 12.1.6a, 12.1.6b, 12.1.6d, 12.1.6e, 12.1.6g, 12.1.6h, 12.1.6i, 12.1.6l, 12.1.6o, 12.2.1, 12.3.3, 12.4.1

**ACTIVITY 1 FOOT PRINTS IN THE SNOW** Prior to reading, have students visualize the article as snow. Let them know that as they read they will leave their foot prints in the snow (margins). As they read, have them write down their thoughts. It could be questions such as why, what, the wow I didn't know that, I wonder, text to text, self, world connections etc. You just want them to leave their thoughts behind as they read.

After reading the article pull together as a whole class and discuss the ah-ha moments they had while reading the article. What are some questions they had, what kind of connections did they make to the article, etc. Make sure students have the opportunity to share their thoughts and ideas.

### ACTIVITY 2 COMPARING GENRE'S USING A CREATIVE NONFICTION

**ARTICLE** Compare Genre's using a creative nonfiction article. Split students into small 3 to 4 person groups. Give each group a piece of poster board; they will divide it into three columns. Have them label the first column fiction, the second column news writing or feature news article and the third column creative nonfiction. Student will fill in each column with genre specific characteristics. How is each genre unique?

- Once the charts are complete direct students attention to you again.
- Have them re-read the article about Danelle Smith.
- In their groups, give them 5 to 10 minutes to discuss how the story of Danelle Smith fits the characteristics of the three different genres on their chart. As they work they will circle the characteristics that apply and in their group decide which genre best fits this article.
- Review the parts of creative nonfiction and discuss the definition and characteristics. Compare this to what students came up with.

**ACTIVITY 3 LIFE PLOT** Refer to the story cycle of people (<http://sivers.org/drama>) to better understand how a life plot works. Then go back to the article and use the life plot chart to illustrate the high and low points of Danelle's life. Show and discuss the path she took to success and the struggles she encountered.

- Explain the assignment. Each class member will create their own life plot.
- They will take the main points from their life plot and write their own creative nonfiction story. Each student should use good word choice that gives voice to their story. The story should contain interesting or unique information about the author.

**ASSESSMENT/EVALUATION** Students will demonstrate their understanding of these issues by presenting the information they have gathered in the form of a project to be determined by the teacher. Ideas include: a short video, a PowerPoint or Prezi presentation, a written paper (news article, research paper, feature story, etc.) A rubric can be used to evaluate these projects. It should focus on completeness and accuracy of information, background information, variety of perspectives and opinions, supported material, etc. Website resource for creating rubrics <http://rubistar.4teachers.org>.

### ENRICHMENT IDEAS

1. Interview a teacher: ask specific questions about their college experience.
2. Write a creative nonfiction article about that teacher's life struggles in getting to college and completing college.



*"Law Enforcement, as a whole, is trained not to segregate by skin color. In this area, that's not possible."*

—Chris Kleinberg  
Thurston County Sheriff

### LESSON OBJECTIVES

Students will:

- gain an understanding of the complicated relationship between reservation law and U.S. law.
- learn about the history and the reality today of land ownership for Native Americans and non-Natives in the U.S. Students .
- identify the conflicts that arise because of jurisdiction disputes and the reasons for them, and generate possible solutions to the problems of jurisdiction and responsibility on the reservation.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine
- Internet access

### ESSENTIAL QUESTIONS

1. What are the current problems (for both residents and law enforcement officials) with legal jurisdiction on the reservation?
2. How did this situation come to be? What were the factors that contributed to the problems?
3. What could be done to address the concerns of both Native American and non-Native people affected by these problems?

### PRE-READING QUESTIONS

1. What is an Indian reservation?
2. Who lives on Indian reservations?
3. Why were reservations created?
4. Who is responsible for law enforcement on a reservation?
5. If a crime occurs on a reservation, who responds?
6. Can state law enforcement officers come onto the reservation to arrest someone?
7. Can a non-Native person be arrested/charged with a crime on a reservation?

**BACKGROUND INFORMATION** It is recommended that prior to teaching this lesson the teacher explore the Tribal Court Clearing House: A Project of the Tribal Law and Policy Institute website to become familiar with laws that pertain to Native Americans. In particular pay attention to the legal status of Native American people in the eyes of the U.S. government, the history, intent and complications of reservations and treaties, and all laws that have impacted the lives of Native Americans over the past 200 years.

### ACTIVITY 1 LAND GRAB/CLAIMING SIMULATION

1. Split the class in half. All students leave the room. Half come back in and are told to "claim" all of the items in the room, including the personal possessions of the students in the hall, by placing sticky notes on anything they want. The notes should have their own names on them. Invite other students back into the room and inform them that the chairs, desks, backpacks, personal property, etc. no longer belong to them, because they have been "discovered" by the other students who found them unused. The hallway students will now have to sit in a small corner of the room with limited resources to be decided on by the classroom students. Classroom students can also generate a list of rules for both groups. Hallway students will have no input. What are the options for the hallway students? What can they do to change the situation?
2. Have students describe their feelings in small groups, on paper, or as a large group. How is this similar to what happened to Native people when Europeans came? What can Native American people do to change their situations? Some tribes have been more successful than others at doing that. What are some differences and similarities in their efforts? Why have some tribes been more successful?

**ACTIVITY 2 RESEARCH/PRESENT** Have student research each of the federal laws (listed above) that affected Native American sovereignty and jurisdiction. Create a timeline illustrating the changes and the effects on tribal self-determination.

**ACTIVITY 3 BREAKING THE RULES** Have students create classroom rules for the day and write them down. Have new students who don't know the rules come in and violate them. What happens? Who is responsible for giving out punishment (who has jurisdiction)? What are the consequences for the students who break the unknown rules? Do they have any recourse – any way to challenge the punishment or the rules? How is this similar to what happens on the reservation between Native and non-Native residents/visitors?

### DISCUSSION QUESTIONS

1. What was the intent of creating "reservations" for Native American people?
2. Why did the U.S. government designate land for reservations?
3. Why did tribes agree to give up their land and live on reservations?
4. Who originally lived on them?
5. Today who can own land on a reservation?
6. What are the problems that come with the new laws?
7. Who has authority on the reservations? How has that authority changed over time?
8. Cite at least one example from the text of a situation where jurisdiction dispute/confusion caused safety issue.

**VOCABULARY**

- Reservation
- Treaty
- Allotment
- Sovereignty
- Self-determination

**NEBRASKA STATE STANDARDS**

Language Arts

8.2.1, 8.3.1, 8.4.1, 8.4.2, 8.1.6, 12.1.5-6, 12.2.1-2, 12.3.1-3, 12.4.1

Social Studies

8.3.3, 12.1.1, 12.1.4, 12.1.14, 12.4.1

**ASSESSMENT/EVALUATION** Students will demonstrate their understanding of these issues by presenting the information they have gathered in the form of a project to be determined by the teacher. Ideas include: a short video, a PowerPoint or Prezi presentation, a written paper (news article, research paper, feature story, etc.). A rubric can be used to evaluate these projects. It should focus on completeness and accuracy of information, background information, variety of perspectives and opinions, supported material, etc. Website resource for creating rubrics <http://rubistar.4teachers.org>.

**ENRICHMENT IDEAS** BARNGA. Complete directions in the Appendix. This game simulates cross-cultural conflict and emphasizes the need for good cross-cultural knowledge. Discuss rules about manners in different cultures: dinner time, hand shaking, gestures, forms of address. etc.

**RESOURCES** Tribal Court Clearing House: A Project of the Tribal Law and Policy Institute: this site will provide a wealth of information about tribal laws, jurisdictional issues and definitions relating to all things about tribes and laws (<http://www.tribal-institute.org/lists/jurisdiction.htm>)

**LESSON OBJECTIVES**

Students will:

- learn about the history of the various important and powerful roles that Native American women played in tribal societies.
- see that there are many Native American women today in positions of power in a variety of areas.
- examine and evaluate the reasons for the changes in Native American women's roles over the years.
- research the current opportunities for all women today as well as what areas are still not completely open or equal.
- learn about the challenges and difficulties faced by Native American women on and off the reservations.

**CURRICULUM INTEGRATION**

Language Arts, Social Studies

**MATERIALS NEEDED**

- Contact information for Native American women willing to speak to students.

**BACKGROUND INFORMATION**

- History of the variety of roles, powers, and responsibilities of Native Americans.
- Statistics related to abuse against women on and off the reservation.
- Indian Reorganization Act of 1934: Gave only men the right to negotiate with the U.S. government. (<http://www.maquah.net/kafkaesque/IndianCourt/IRA.htm>)
- Treaty of New Echota (1835): Only men signed the treaty that paved the way for Trail of Tears. ([http://ourgeorgiahistory.com/documents/treaty\\_of\\_new\\_echota.html](http://ourgeorgiahistory.com/documents/treaty_of_new_echota.html))
- Public Law 280 (1953): Took authority away from federal powers and gave them to 6 states (although it affects 51 percent of tribes in the contiguous U.S. and Alaska. (<http://www.tribal-institute.org/lists/pl280.htm>)

**ACTIVITY DIRECTIONS**

1. Visuals: Make a chart, graph, or poster, PPT, Prezi, Video about one of the topics from the readings. Make a chart, graph, or poster to show the difference in law enforcement budgets mentioned on page 14. Make a chart, graph, or poster showing the statistics from page 17 related to physical & sexual abuse, and assault for Native American women vs. non-Native women.
2. Perform: Write/Sing a song, write/recite a poem, give a report about a topic or person from the reading that inspired you.
3. Textbook Evaluation: On page 12, Astrid Munn describes the way history textbooks address (or don't address) the powers and roles of Native American women before Europeans arrived. Get a sample of American history textbooks from your school and evaluate them to see how Native American women are portrayed. Are they mentioned at all? How complete is the information? What could be included/added? Write a review of the book and present your critique to your Social Studies teachers/administrators.
4. Quiz: Make a quiz to test the knowledge of your classmates (and school staff) about Native American women throughout history and today.
5. Mock Court: Role play a court room scene about a particular case (either historical or fictional) assigning parts for all participants - judge, attorneys, plaintiffs, jury, etc. Ask the class to be the jury and render a verdict.

**PRE-READING QUESTIONS**

Brainstorm and write answers on board.

1. When you think of Native American women in general, what comes to mind? What roles do you think of? (Past and Present).
2. Where did these ideas and images come from? (TV, movies, personal experience, etc.?)
3. Look at the photo on pages 12 and 13 in the Native Daughters magazine. Without reading the caption, what occupations do you think each of these women hold? Explain your reasons.
4. What occupations/careers do you think were available to Native American women in the past? (Pre- and Post Contact with Europeans)
5. What occupations/careers do you think are available to Native American women today? (Pre- and Post Contact with Europeans)
6. What challenges might Native American women have faced/continue to face in the pursuit of their dreams?

**VOCABULARY WORDS**

- Cangleska: "Sacred Circle" in Lakota. *The name of the women's shelter on the Pine Ridge Reservation*
- Misogynistic
- Missionaries
- Subservience
- Allotments
- Boarding schools

**NEBRASKA STATE STANDARDS**

Language Arts

8.1.6, 8.2.1, 8.2.2, 8.3.1, 8.4.1, 8.4.2,  
8.1.6, 12.1.5-6, 12.2.1-2, 12.3.1-3, 12.4.1

Social Studies

8.1.3, 8.3.1, 8.3.4, 8.4.2, 12.1.1

**DISCUSSION QUESTIONS**

1. Describe the roles of women in the dominant society today. How do they differ from the roles available to women in the past?
2. On pages 12-14, Astrid Munn gives some examples of the powers and responsibilities that Native American women had before Europeans came. What caused the change in the role of women in Native American societies?
3. Do you think women have equal opportunities today in terms of occupations, powers, and responsibilities? Why?/Why not? Give examples to support your ideas.
4. In the video segment on the website, Karen Arichoker ([http://cojmc.unl.edu/natedaughters/law\\_givers/native-are-women-fighting-for-their-rights-and-their-lives](http://cojmc.unl.edu/natedaughters/law_givers/native-are-women-fighting-for-their-rights-and-their-lives)) talks about some of the negative influences experienced by Native American men during WWII. How does she say those experiences affect the relationships between Native American men and women?
5. To what extent do you think these same kinds of problems might be occurring today with veterans returning from current conflicts?

**ENRICHMENT IDEAS**

1. Interview/Skype a variety of Native American women from different backgrounds (on the reservation, in the city, professionals, caretakers, etc.) Have students generate questions to ask the women. Have students write a story about the women and their experiences. (See the Resources section of the Native Daughters magazine on page 134 for suggestions.)
2. Have students interview female teachers, staff at your school to get their stories. Share their thoughts with the rest of the class. Video?
3. Encourage students to see women in general (and Native American women in particular) in a wide variety of positions.
4. Do research to find Native American women "firsts" in a variety of categories. The first doctor, dentist, college professor, actress, police officer, soldier, etc.
5. Have students interview a female in their own lives and create a written story or video about her. Have them ask questions about how they came to be where they are today (regardless of their situation and/or occupation).
6. What challenges did they face? How did they overcome them?
7. What (if anything) would they have done differently?
8. What advice do they have for young women today?

**ASSESSMENTS/ EVALUATION** Students will demonstrate their understanding of these issues by presenting the information they have gathered in the form of a project to be determined by the teacher. Ideas include: a short video, a PowerPoint or Prezi presentation, a written paper (news article, research paper, feature story, etc.)

**RUBRIC** Focus on completeness and accuracy of information, background information, variety of perspectives and opinions, supported materials, etc. Website resource for creating rubrics: <http://rubistar.4teachers.org>.

**RESOURCES**

1. University of Nebraska Medical Center SEPA (Science Education Partnership Award) Role Model Posters [http://www.unmc.edu/rhen/role\\_model\\_poster.htm](http://www.unmc.edu/rhen/role_model_poster.htm)
2. Montana Department of Public Instruction Indian Education role Model Posters <http://opi.mt.gov/programs/indianed/honor>

*"When some people think of Native Americans, some of them do think of a cartoon."*

Kate Quinn (pg. 18)

### LESSON OBJECTIVES

Students will

- understand issues and controversies surrounding the use of Native American people and symbols in sports teams and product logos.
- become familiar with court cases and legislation regarding the use of Native American mascots.
- read about and listen to a variety of different views and arguments (pro and con) about Native American mascots.
- form their own opinions and conclusions about the use of Native American mascots based on their findings.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Video: In Whose Honor? excerpt <http://www.safeshare.tv/w/rthNLlkKcR>
- Pictures of Native American mascots
- Political Cartoons
- SEPA Role Model Posters
- Mascots That Honor Indians: The Audacity of a Dope for Suggesting Schools Change Their Indian Mascots – By Edouardo Zendejas

### ESSENTIAL QUESTIONS

1. Is it appropriate for sports teams to use Native American people as mascots? Why?/Why not?
2. What are the arguments for and against?
3. What could you do to educate others about this issue?

**BACKGROUND INFORMATION** Why is this lesson here? In the past mascots have been used to portray Native peoples as less than human by putting them in the same category as animal mascots. Native American mascots give others the opportunity to continue to portray Native peoples in unfavorable lights. Stereotypes are perpetuated and sometimes tribal people are portrayed as silly or foolish because of the antics or caricature of the mascot. Hence the need for discussion with students about this issue.

1. History of the use of Native American as mascots
2. Court cases and legal decisions
3. List of high schools in U.S. that still have Native American mascots
4. Arguments for and against the use of Native American mascots

### ACTIVITY 1 JOURNAL WRITE/RESPONSE

1. Allow the students two-minutes to write down everything they know about Native American people on a sheet of paper or in a response journal.
2. Next show image of Native American Mascot (<http://neveryetmelted.com/wp-images/illiniwek.jpg>). As students to write about what they think as they see the person. What does the image communicate to them about Native American people?
3. Next show image of contemporary Native American person in non-traditional clothing ([http://alyoung.org/wp-content/uploads/2010/03/sherman\\_alexie\\_pen\\_faulkner\\_claire\\_duggan.jpg](http://alyoung.org/wp-content/uploads/2010/03/sherman_alexie_pen_faulkner_claire_duggan.jpg)). What does the image communicate to them about Native American people?
4. What are some differences between these two photos?
5. When do you ever see Native American people in movies or television as typical characters? Do you see Native American people portrayed as doctors, lawyers, store clerks, police officers, nurses, professionals, parents, etc.? Why are they often only portrayed in a historical or stereotypical context? You could use the SEPA posters or the Montana department of Education role model posters to extend the discussion of this lesson.

**ACTIVITY 2 CLASS DISCUSSION** Should sports teams use Indian people or symbols as mascots? Why or why not?

**ACTIVITY 3 VIDEO** Watch short video/clips from In Whose Honor? Ask students to work in groups of 3 or 4 to discuss the issue. They should discuss whether or not Native American mascots are appropriate and try to come to consensus. Have students come back and report findings/conclusions to the rest of the class.

**ACTIVITY 4 RESEARCH** Give students a list of the 500+ federally recognized tribes, broken down into regions. In pairs or small groups have students do an internet image search for contemporary Native American people. Assign each group a region of the country. Have them identify and find images from each tribe located in their region. Share results with large group.

### ACTIVITY 5 INTERVIEWING

1. Have students contact a variety of students from a school that has a Native American Mascot and interview (via Skype) them about the issue. Do the same with students from their own school.
2. Have students record interviews and create a short video piece about the topic of mascots.
3. Have students write a story including the quotes from people interviewed along with research information.



**PRE-READING QUESTIONS**

1. What is a mascot?
2. What is its purpose?
3. Who decides what mascot to use for a particular team?
4. Do you know of any teams that use Native American people or objects as their mascot? List as many as you can.
5. Are there any teams that use other human beings for mascots? List them.

**VOCABULARY WORDS**

- Mascot
- Logo
- Depict
- Honor
- Caricature
- Disrespect
- Patent
- Trademark
- Cultural Appropriation
- Colonization
- Activism

**NEBRASKA STATE STANDARDS**

Language Arts

8.2.1, 8.3.1-3, 8.4.1, 12.2.1, 12.3, 12.4

Social Studies

8.1.2, 8.4.3, 12.1.1

**DISCUSSION QUESTIONS**

1. List as many products as you can that use Native American people or symbols as logos.
2. How do you feel about the issue of using Native American Indian people and objects as sports team mascots?
3. Why do you think some Native (and non-Native) people object to American Indian mascots? Why do others support their use?
4. What are the arguments for and against?
5. How do you think non-Native people would react to their sports teams using racial symbolism relating to Hispanic, Black or Asian cultures?
6. What are some of the reasons sports teams resist changing their mascots to non-Native people/symbols?
7. Do you know of any schools in your state/area that use/used Native American mascots?
8. Do you know of any that have changed to non-Native mascots? Why did they change?

**ASSESSMENT/EVALUATION** Students will demonstrate their understanding of these issues by presenting the information they have gathered in the form of a project to be determined by the teacher. Ideas include: a short video, a PowerPoint or Prezi presentation, a written paper (news article, research paper, feature story, etc.). A rubric can be used to evaluate these projects. It should focus on completeness and accuracy of information, background information, variety of perspectives and opinions, supported material, etc. Website resource for creating rubrics: <http://rubistar.4teachers.org>

**ENRICHMENT IDEAS**

1. Research the high school/college/professional teams in your state that use Native Americans as mascots.
2. Conduct a survey among students in your school in regard to their thoughts on Native American mascots.

**RESOURCES**

1. **Political cartoon** website resources: <http://www2.truman.edu/parker/research/cartoons.html>; <http://bluecorncomics.com/nastrips.htm>
2. **Legislation Timeline**
  - Wisconsin School: White students help get state legislation introduced to ban Native mascots from high school team. Jeff Ryan
  - Wisconsin Journal Sentinel. **Senate narrowly OKs bill barring school use of Indian mascots** by Jason Stein of the Journal Sentinel, April 13, 2010. <http://www.jsonline.com/news/statepolitics/907685874.html>
  - Wisconsin Radio Network. **Doyle signs Indian mascot bill** by Jackie Johnson, May 5, 2010. <http://www.wrn.com/2010/05/doyle-signs-indian-mascot-bill>
  - WEAU-TV. **Indian mascot bill passes Wisconsin Assembly**. Posted 9:11 A.M., April 21, 2010. <http://www.weau.com/home/headlines/91701674.html>
  - Wisconsin State Journal. **Republican state lawmaker looks to repeal Indian mascot law**. December 20, 2010. [http://host.madison.com/wsj/news/local/govt-and-politics/article\\_a7acbed2\\_Oc9f-11e0-950a-001cc4c03286.html](http://host.madison.com/wsj/news/local/govt-and-politics/article_a7acbed2_Oc9f-11e0-950a-001cc4c03286.html)
3. **Opinion: Religious Americans Against "Indian" Nicknames & Logos** (RAAINL). **RAAINL: 2 schools end "Indian" mascots**; Lazich bill promotes racial discrimination. June 14, 2011. <http://wispolitics.com/index.html?Article=239278>
4. NAACP Resolution in opposition to Native American mascots. University of North Dakota <http://www.und.edu/org/bridges/naacp.html>
5. University of Illinois - Chief Illiniwek - Timeline. NCAA Decision, numerous sites
6. Women's World Cup Soccer 2011 Photo Essay Denver Post (includes Say NO to Racism photo and French fan in head dress and face paint). <http://photos.denverpost.com/mediacenter/2011/07/photos-fila-womens-world-cup-france-vs-use-on-july-13-2011#77>



**SUMMARY** This lesson focuses on the life of Valerie Red-Horse. Students will read her life story and discuss the format in which it is written.

### LESSON OBJECTIVES

Students will

- understand the rich and complex contributions made by a Native woman.
- preview and read non-fiction text.
- write in a script style format about their lives.

### CURRICULUM INTEGRATION

Social Studies, Reading, English

### MATERIALS NEEDED

- Native Daughters magazine
- Computer with internet to view video and access lesson materials
- Handout: Script Organizaer

### ESSENTIAL QUESTIONS

1. Why are filmmaking and storytelling powerful media for Native Americans?
2. Why is it important to maintain cultural identity?

### VOCABULARY WORDS

- Previewing
- Non-fiction
- Homogeneous
- Stereotyping
- Script
- Activist
- Entrepreneur

### NEBRASKA STATE STANDARDS

Language Arts

8.1.5, 8.3.2, 8.3.2, 8.3.3

Social Studies

8.4.3, 12.1.4

**BACKGROUND INFORMATION** Become familiar with the background of Valerie Red-Horse by reading the article about her in the Native Daughters magazine and by viewing the short video about her on the Native Daughters website. The additional resources section of this lesson also provides the link to the Native American Public Telecommunications documentary *Choctaw Code Talkers*, which also features a short interview with her.

**DAY 1 DIRECTIONS** Who has learned something by watching movies and documentaries?

- Show website video to class to introduce Valerie Red-Horse. Discuss her views on Native art and her belief that film and storytelling are powerful mediums. Possible discussion questions: How can film and narrative storytelling show others who Natives are? What did Valerie mean when she said, "We are not homogeneous?" Why is diversity in film and stories important? Why did Valerie mention the Holocaust and World War II?
- Discuss organization of article on pages 20-27. How is this article organized? Why did the author write it like a script? How are scripts used and organized? Look at another article in Native Daughters. What differences do you see in the structure of the articles?
- Preview the article. Ask students to read the title, headings, captions and look at photos. What other text features are used to tell Valerie's story?

**DAY 2 DIRECTIONS** Read the article about Valerie Red-Horse, pages 22-27, "Writing Her Own Script" (The Valerie Red-Horse story) as a class.

- Watch Valerie's video (<http://vimeo.com/9679223>)
- Discuss the lessons Valerie learned as a result of her work on the documentary.
- Assign students to write one act of their own lives with three scenes. They can choose any part of their lives for a focus (for example, school years, family life, special interests like sports and music). Teacher could write and share an example of one act from his/her own life.

**DAY 3 DIRECTIONS** Finish writing Act One.

- Share Act One in small groups.
- Now that students have written Act One of their lives, what do they imagine for Act Two? Ask students to brainstorm future goals and future plans and possible obstacles they will face.
- Write Act Two, containing scenes when students achieve goals and overcome obstacles.
- Rearrange small groups and share Act Two.

### ASSESSMENT/EVALUATION

Were assignments completed? Did students share? Create a rubric to evaluate the completeness of the students' writing and participation in both the creation of the one-act play and sharing with the class. <http://rubistar.4teachers.org>

### DISCUSSION QUESTIONS

1. Why was Valerie Red-Horse's story told in this magazine?
2. What kind of student was Valerie in high school?
3. How do you think the author gathered the information for this article?
4. Why did Valerie's husband suggest she write for herself? Was that a good idea?
5. What were some of the obstacles Valerie faced in her career? How did she overcome them?
6. What did Valerie learn from working on the Navajo Code Talkers documentary?
7. Which of her films on the timeline would you most like to see?
8. What questions would you ask Valerie?
9. What lessons did you learn from Valerie's story?
10. Why should we continue to express people's stories through film and narrative storytelling?

### ENRICHMENT IDEAS

1. Watch a Native American documentary or movie made by Native Americans.
2. Invite a Native storyteller to visit the class and tell stories.
3. Teach storytelling and invite students to read or write stories and practice telling them orally.
4. Write play or script about a Native Daughter and/or act out play.

Resources:

1. Native American Public Telecommunications Producer Profile with Valerie Red-Horse and links to the teacher resource guide for her documentary *Choctaw Code Talkers*. [http://www.nativetelecom.org/education/choctaw\\_code\\_talkers](http://www.nativetelecom.org/education/choctaw_code_talkers).



**SUMMARY** This lesson focuses on the life of Valerie Red-Horse. Students will read her life story and discuss the format in which it is written.

### LESSON OBJECTIVES

Students will

- learn about the life of Valerie Red-Horse, a Native American female leader.
- research and gather information using this article and Native Daughters videos on Valerie Red-Horse and share her story by creating a short documentary about her life.

### CURRICULUM INTEGRATION

Drama, English, Native American History, Social Studies

### MATERIALS NEEDED

- Native Daughter magazine
- Internet access
- Video Camera
- iMovie or other editing software to upload video camera footage

### VOCABULARY WORDS

- Documentary
- Edit
- Inspirational
- Obstacles
- Script
- Entrepreneur
- Activist
- Producer
- Director

**ASSESSMENT/EVALUATION** Does the documentary illustrate main events in Valerie's life?

### BACKGROUND INFORMATION:

- Read article on Valerie Red-Horse and visit her website to familiarize yourself with who she is.
- Watch short documentaries on You Tube to compare and see the final product of others.
- Familiarize yourself with iMovie or other movie editing software to be able to edit the film and create the documentary for your class.
- Based on number of students and willingness to go in front of the camera, teacher will select jobs before to determine what roles the students will play in the short film. You may do this as a group or prior. (Example of jobs: reporters/narrators, editor, camera person(s), scene set up crew, script writers, actors/actress in film, background music, etc.) All students may be the researchers/reporters in the beginning to compile important information and determine which highlights of her life are going to be portrayed in the documentary.
- Encourage many students possible go in front of the camera to get everyone involved even if it is for a short time.
- Depending on class size, you may assign different scenes to small groups or make it together as one class project.

**DAY 1 DIRECTIONS** Read the article in the magazine Native Daughters titled "Writing Her Own Script- The Valerie Red-Horse Story" with the class. Discuss article: What challenges did Valerie face in her career? How did Valerie overcome obstacles? What information would you expect to see included in a documentary about Valerie Red-Horse?

- Discuss the differences between movies and documentaries. How are they different? Teacher can show examples of movies and documentaries if needed.
- Have students preview information on her website and any other information they can gather on her. (If computers are available it would be easier, if not, the teacher may print off other articles and information on Valerie Red-Horse).
- Determine who will do specific jobs in the short film and brainstorm all possible documentary ideas on the board and continue to be as creative as possible. Take the time here to discuss with the class how we can use film to share stories and as a form of expression. This is the time the class will determine exact ideas and process they want to use to complete the documentaries. View any online documentaries to gain ideas and knowledge.

**DAY 2 DIRECTIONS** Students research and decide as a class what specific information will be used in the documentary. Valerie is a very positive role model so make sure that students discuss what they learned from her story and how they can use art to express their own personal stories. Try to also put as many of your students' own personal comments about Valerie on the documentary to share their thoughts on what they learned from her. The script from to help students organize the film is in the Appendix.

**DAY 3 DIRECTIONS** Assign jobs, gather props, review information, & place information in a sequence in the order it will be filmed. Finalize important details and review Valerie's life so that students can share as much information as possible about her.

**DAY 4 DIRECTIONS** Continue filming and working on the documentary. Add any new ideas generated and take some time to reflect and make any changes needed. Encourage as many students as possible to get on camera and share what they learned from Valerie's life.

**DAYS 5 & 6 DIRECTIONS** Begin editing process using movie editing program. Add music or pictures if needed. Ask school technology specialist to assist if your school has one. If not just follow the movie editing program steps to create the final product. Be creative as possible. Put documentary on YouTube to share with other and to inform them of Valerie's inspirational story.

**ASSESSMENT/EVALUATION** Does the documentary illustrate main events in Valerie's life? Create a rubric to evaluate students' participation in both the research and film project. <http://rubistar.4teachers.org/>



**LESSON OBJECTIVES** Student will be introduced to the struggle of Native Artists concerning authenticity and fraud, understand history of Native rug making and generate a list of ideas to work with elders

### CURRICULUM INTEGRATION

Social Studies, Language Arts

### MATERIALS NEEDED

- Native Daughter magazine
- Smart board with internet or internet with projector
- Indian Arts and Crafts Board <http://www.doi.gov/iacb/index.html>

### ESSENTIAL QUESTIONS

1. What is the Indian Arts and crafts Act of 1990? How does it protect against counterfeit works of art?
2. Why is it important to distinguish between authentic and counterfeit Native American works of art?
3. This article is about Navajo rug making. What other forms of native American art may be counterfeit?

### VOCABULARY WORDS

- Fraud
- Counterfeit
- Authentic

### NEBRASKA STATE STANDARDS

Language Arts

8.15, 8.3.2, 8.3.3, 12.3-2, 12.3-3

Social Studies

8.4.3, 12.14

**BACKGROUND INFORMATION** Familiarize yourself with the Indian Arts and Crafts Act of 1990. You can read about it on the Indian Arts and Crafts Board website. Also it is suggested that you read through the other areas of the website including the information on special rules for museum exhibitions and National Parks and the consumer tips section. There are also several publications by the IACB that you may find useful in your discussion with your students.

### ACTIVITY DIRECTIONS

1. Read article on page 37 titled, "The Fight Against Frauds" by Christina Devries. After reading article have your studentxs explore the Indian Arts and Crafts Board website to learn more about laws that apply to the sale of Indian arts and crafts.
2. Discussion Questions
  - a. How do Native artists struggle to compete with counterfeit pieces of artwork?
  - b. How do Navajo women show leadership in their culture through this art form?
  - c. Why is the Navajo rug making community suffering from this type of fraud?
  - d. What are some Navajo communities doing to teach the younger generations about traditional rug making?
  - e. Does the law to protect the Native artists rug weaving business? Is it effective? Why or why not?
3. Show students You Tube trailer about the movie, "Weaving Worlds" (<http://www.youtube.com/watch?v=Nn8rObjPM2c>)
4. Discussion Questions
  - a. How can we use the Internet to learn and understand more about other cultures?
  - b. What was the main message of this short video we just watched?
  - c. Do you feel it is important to bring these messages and stories to students?
5. Now show students another video to give another perspective about rug making (<http://www.youtube.com/watch?v=iXTleJh37c&feature=related>).
6. Discussion questions
  - a. How did the Native elder learn to make the rugs?
  - b. How is she using rug making to keep her tradition alive?
7. Now go back and re-read the article on page 37 titled, "The Fight Against Frauds" by Christina Devries.
8. Have students imagine they have the "Adopt an Elder" program in their community. Have students create a list of activities that would work successfully in their own community to keep their traditions and cultures alive.
9. Also teachers may have students research how to start an adopt an elder program. They can research how to get one started and teachers may challenge their class to start one in their own community.

**ASSESSMENT/EVALUATION** Evaluate feed back from students during discussion questions. Collect the list of "Adopt an Elder" activities they can use in their own community.

### ENRICHMENT IDEAS

1. Show students the movie, "Weaving Worlds" to class.
2. Bring in Native American speaker to tell history and information about this art.
3. Bring in rug making expert and practice rug making by having students weave their own rugs.
4. Bring in a Native American artist who can discuss his/her form of art and how counterfeiting impacts his/her craft.

### RESOURCES

1. Internet and articles on Navajo rug making
2. YouTube videos showing rug making process





### LESSON OBJECTIVES

Students will

- learn about Native American viewpoints concerning the environment, historically and in contemporary society.
- compare and contrast Native American viewpoints with mainstream environmental beliefs.
- research ways to connect to their own communities.
- chart the significant historical issues the contributed to decreases and increases in Traditional Native American Knowledge.

### CURRICULUM INTEGRATION

Language Arts, Science, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine pg 40-56
- Student reaction journals
- Handouts: Piechart templates
- Handouts: Rubric for Evaluation
- Internet access

### ESSENTIAL QUESTIONS

1. Why do Native Americans believe in maintaining a relationship with their environments?
2. What happened to Native Americans that caused a disconnect after European contact?
3. Why is it important to go to authentic Native American resources when investigating Native American viewpoints?
4. How do the views of yourself, your family, or your community differ from Native Americans?

**BACKGROUND INFORMATION** In a historical context, Native Americans were strongly connected to their environments. Native women were regarded as sacred, like the Earth, and both were treated with the highest respect, as were all the elements, plants, and animals. After European colonization, the impact upon Native American communities resulted in a disconnection to the environment, which occurred over generations. Beginning in the 1970's, Native American environmental and traditional knowledge began to resurface and grow throughout Indigenous communities in North America. Organizations such as Honor the Earth, the Indigenous Environmental Network, and the Seventh Generation Fund are at the forefront of this expanding revitalization. The Seventh Generation Fund derives its name from a precept of the Great Law of Peace of the Haudenosaunee (Six Nations Iroquois Confederacy) which mandates that chiefs consider the impact of their decisions on the seventh generation yet to come.

**ACTIVITY 1** Students will read pages 40-56 of Native Daughters and explore the following websites and then answer discussion questions:

Honor the Earth	<a href="http://www.honorearth.org">http://www.honorearth.org</a>
Indigenous Environmental Network	<a href="http://www.ienarth.org">http://www.ienarth.org</a>
Seventh Generation Fund	<a href="http://www.7genfund.org">http://www.7genfund.org</a>

Discussion Questions

1. Why is traditional knowledge so important to Native Americans?
2. From this lesson, what have you learned about the Honor the Earth Organization and who founded it?
3. Why would many Native Americans not consider themselves environmentalists or activists?

**ACTIVITY 2** Students will use information they gathered to create either a wordle (<http://www.wordle.net>) or gloster (<http://edu.glogster.com>) poster to express the main points of the articles. A rubric to evaluate this project is included in the Appendix.

### ACTIVITY 3 TRADITIONAL KNOWLEDGE KEEPERS PIE CHART ACTIVITY

Since European contact, Native Americans have struggled to maintain their traditional beliefs, knowledge, and education. There are many historical events that were devastating to traditional knowledge. But more recently, there is a renewal and rebirth happening in Indian Country. Students will use a pie chart to indicate the significant historical issues that contributed to a decrease in traditional Native American knowledge. Then they will create a new pie chart to show the increase in traditional knowledge since the 1960's. This activity will create a visual representation of those events. Pie chart workshops are in the Appendix.

#### Pie Chart 1 directions:

1. Title the first pie chart: Decrease in Native American Traditional Knowledge
2. Divide the pie in half, and label the left half "Disease and Conflict." Soon after Europeans arrived in the New World, immense numbers of Indigenous Americans began to die of these diseases. Then more Knowledge Keepers died in the American Indian Wars.
3. Divide the right side in four parts.
4. Label the first of these four parts "Forced Relocation." Many Indian tribes were forced off of their traditional lands, and moved to geographical areas where their traditional knowledge was useless. In addition, many tribal members died during forced marches.
5. Label the second of these four parts "Assimilation Policy and Indian Boarding Schools." From 1790 to 1920 the US government sought to transform Native American culture to European-American culture. It was during this time that the government imposed bans on traditional practices. Learning the English language and converting to European religions was part of the assimilation process. Indian children were also forcibly removed from their families and placed in Indian Boarding Schools. These schools are mostly remembered for severe abuse and desecration of Native American language and culture.



### VOCABULARY WORDS

- Environmental Activists
- Grassroots
- Seventh Generation
- Sustainability
- Environmental Justice
- Traditional Knowledge
- Assimilation Policy
- Forced Relocation
- Intergenerational Trauma
- Indian Boarding Schools

### NEBRASKA STATE STANDARDS

Language Arts

8.1.6, 8.2.1, 8.4.1, 12.1.6, 12.2.1, 12.4.1

Science

8.1.1, 12.1.1

Social Studies

8.1.1, 8.1.2, 8.1.9, 8.4.3, 12.1.1, 12.1.13, 12.1.14

6. Label the third of these four parts "Termination Era." From 1953 to 1968, the government believed there were tribes who were ready to be main-streamed into American society. In that time period, 109 tribes were terminated, 2,500,000 acres of former trust land were sold to non-Indians, and 13,000 Native Americans lost their tribal affiliation.
7. Label the last part of the pie chart "Intergenerational Trauma-Poverty, Alcohol & Drugs." Transmission of negative psychological issues is the result of the unresolved grief over many traumatic historical events.

### Pie Chart 2 Directions

1. Title the second pie chart: Increase in Native American Traditional Knowledge.
2. Divide the second pie into four equal parts. Label the first part "Indian Civil Rights Act of 1968." This act prohibits tribal governments from enacting or enforcing laws that violate individual rights. Before this act, a tribal member who did not like a tribal government decision had two choices, accept the decision or leave the tribe.
3. Label the second part "ISDEAA of 1974. (Indian Self-Determination and Educational Assistance Act) This act promotes self-determination in two areas through federal funding of services and education. Native American people can eventually assume control over programs and services administered by the Bureau of Indian Affairs.
4. Label the third part of the pie "American Indian Religious Freedom Act of 1978." This was enacted to preserve traditional religious rights and cultural practices, which had been previously violated when practices conflicted with Federal regulations. It includes access to sacred sites, the use and possession of objects considered sacred, and the free exercise of Native American religions.
5. Label the fourth part "Contemporary Movement-Ongoing Efforts." This involves the rebirth of Native American traditions in the 1980's, the beginning of the healing process for intergenerational trauma in the 1990's, and the push to revitalize traditional knowledge in the 2000's, including the Esther Martinez Native American Languages Preservation Act of 2006.

**ASSESSMENT/EVALUATION** Students will write a Reaction Journal entry in which they state 3 or more things about the pie chart activity that were "Aha! Moments" and then tell how each "Aha! Moment" changed his/her perception about Native American history.

**ENRICHMENT IDEAS** Watch any segment from the *American Experience: We Shall Remain: America Through Native American Eyes* series. Online access <http://www.pbs.org/wgbh/amex/wellshallremain> or the 2009 PBS three disc DVD set may be purchased.

### RESOURCES

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7. Indigenous Women's Network <http://indigenouswomen.org/>
8. Nelson, Melissa K. (Turtle Mountain Chippewa). *Original Instructions: Indigenous Teachings for a Sustainable Future*. Rochester, VT: Bear &, 2008. Print.
9. Wildcat, Daniel R. (Muscogee). *Red Alert! Saving the Planet with Indigenous Knowledge*. Golden, CO: Fulcrum, 2009. Print.



*"Without water there is no life. Contamination will affect us and our future generations as well."*

Debra White Plume, Oglala Lakota

### LESSON OBJECTIVES

Students will

- identify the five major categories of water pollution.
- interpret the results of a science experiment on water pollution.
- analyze Native American points of view on water use and concerns for the future.

### CURRICULUM INTEGRATION:

Science, Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine
- Internet access

### ESSENTIAL QUESTIONS

1. What are the five major types of water pollution?
2. What are some of the problems created by water pollution?
3. How does the Native American point of view present in the lesson compare with your own point of view?

### VOCABULARY WORDS

- Filtration
- Contaminants
- Pollution
- Fracking
- Uranium
- Pesticides

### NEBRASKA STATE STANDARDS

Language Arts

7.2, 7.4, 8.2, 8.4, 12.2, 12.4

Science

8.1.1, 12.1.1

Social Studies

12.1.14

**BACKGROUND INFORMATION** Read "Standing Her Ground" in Native Daughters pages 40-45 and "Land on Life Support" in Native Daughters pages 46-56. This lesson on Water Pollution highlights the viewpoints of two Native Daughters, Winona LaDuke and Debra White Plume. Both are dedicated to their communities and to the world around them. There are many Native American communities, which are currently impacted by water contamination from uranium mining, oil drilling or fracking, and runoff from pesticides, etc., which also impact all communities in these regions. In April, 2011, the Mother Earth Water Walk begins to bring awareness to the issue of maintaining clean water for future generations.

**ACTIVITY DIRECTIONS** Read "Standing Her Ground" pages 40-45 and the "Land on Life Support" pages 46-56 in Native Daughters. After reading these articles explore the Mother Earth Water Walk website to better understand the Native American view point about the importance of clean water. Then complete the Water Filtration Science Experiment and answer the discussion questions below.

Mother Earth Water Walk website ([http://www.motherearthwaterwalk.com/index.php?option=com\\_content&view=article&id=50&Itemid=1](http://www.motherearthwaterwalk.com/index.php?option=com_content&view=article&id=50&Itemid=1))

Water Filtration Science Experiment ( [http://www.eeweek.org/assets/files/EDN%20Water%20Lessons/Filtering\\_Water\\_5-8.pdf](http://www.eeweek.org/assets/files/EDN%20Water%20Lessons/Filtering_Water_5-8.pdf))

### DISCUSSION QUESTIONS

1. Why are Winona LaDuke and Debra White Plume so passionate about protecting reservation land and water?
2. Why are Native American Elder views expressed on the Mother Earth Water Walk site important to your family and community?
3. What was the most surprising result you obtained in the Water Pollution experiment?
4. How can you, your family, and neighbors help prevent water pollution?
5. Share an issue from the "Do You Know...?" section from the Clean Water website. What are the implications for the future?

### ASSESSMENT/EVALUATION

1. Notes about 5 types of water pollution and vocabulary.
2. Participation in class discussion about water pollution issues, both from the Native American point of view and person point of view.
3. Completion of scientific process, observations, results, and conclusions.

### ENRICHMENT IDEAS

1. Trace Your Watershed: Arrange a trip to your water treatment plant and find out more about you're the source of your water. Trace your watershed. Use the information to create a Prezi presentation about post it on your school website.
2. Take Action: The Natural Resources Defense Council is attempting to stop federal lawmakers from passing a bill that will exempt all pesticide applications in or near water from the Clean Water Act. Using the information on the website below, write a personal or class letter to your senator expressing your views. <https://secure.nrdconline.org/site/Advocacy?cmd=display&page=UserAction&id=2309>
3. What Are Your Thoughts?: An underground oil pipeline is proposed that will cross the Ogallala Aquifer, a vital underground water source for the High Plains System of the United States. In the event of an oil spill, the main source of water for a large populate group in five states could become contaminated. Develop a poster showing the pros and cons involved in balancing commercial interests and water safety?
4. The following website provides many different ideas for how to furtgher extend this lesson to learn more ab out protecting our water resource: [http://www.chewonki.org/cleanwater/water\\_pullution.asp](http://www.chewonki.org/cleanwater/water_pullution.asp).

# ENVIRONMENTALISTS | LESSON 3: JOBS OF THE FUTURE: GOING GREEN



## LESSON OBJECTIVES

Students will

- be able to read about, and discuss green economy issues.
- give examples of “green jobs.”
- gather information about a specific “green job” of their choice.
- use inquiry methods to conduct research and use the writing process and media skills to create products to express their understandings.

## CURRICULUM INTEGRATION

Career Exploration and Development

## MATERIALS NEEDED

- Native Daughters magazine
- Reaction Journal for each student
- Internet access
- Handouts: Poster Rubric

## ESSENTIAL QUESTIONS

1. What is a “green job?”
2. Why are these types of jobs important to our future economic outlook?
3. What jobs do you think are critical for sustainable business practice?

## VOCABULARY WORDS

- Green Jobs
- Green Economy
- Sustainable Business Practices
- Wind Technology
- Solar Power
- Green Infrastructure
- Smart Grid
- Geothermal
- Conservationist
- Contaminants
- Pollution

## NEBRASKA STATE STANDARDS

Language Arts

8.1, 8.2, 8.3, 8.4

21st Century Learners

1.1.2.1

Business Education

8.1

## ACTIVITY 1

1. Read “Waiting for Their Second Wind: Reservations Consider Wind Energy Potential in Native Daughters page 57.
2. What is a Green-Color job , Exactly? (<http://www.time.com/time/health/article/0,8599,1809506,00.html>)
3. Write an entry in reactin journal after reading the article.

## Discussion questions

1. Why is the Pine Ridge Indian Reservation is referred to in the “Waiting for Their Second Wind” article as the “Saudi Arabia of wind?”
2. What kind of green job specialist would be able to help the radio station solve their problem?
3. The story mentions that “the reservation’s grid system can handle only a limited electrical output. How could this hinder development of wind power?”

**ACTIVITY 2** This activity is based on the inquiry research model. The suggested model is the Stripling Model of Inquiry available to view and print (<http://www.loc.gov/teachers/tps/quarterly/0907/pdf/StriplingModelofInquiry.pdf>) however teachers can use another inquiry model. Students are to pretend they are a career counselor and using the information they gather, make a brochure to encourage other students to go into a specific green career.

1. Give the students two minutes to write down a list of “green jobs.” The students will then share their list with the group and they will be compiled on the board.
2. Students should then develop questions to guide their research.
3. Students should then access and explore the following O\*Net Resource Center (<http://www.onetcenter.org/green.html>). This site has a list about green economy jobs. This information can be used to add to the jobs list. Another effective resource to explore the Bureau of Labor Statistics Occupational Outlook Handbook (<http://www.bls.gov/oco/>). Students should choose a job.
4. Students should take notes in whatever they prefer. Suggestions include online tools such as Evernote, or pen and paper. These notes should then be used to create a brochure to advertise this green job.
5. Students will then share their brochure with the class.
6. Have the students complete a reaction journal entry after the presentations.

## Discussion Questions

1. What was the most surprising thing you learned in your research?
2. After listening to the presentations, what jobs stood out for you personally?
3. What colleges in your area have programs highlighting the jobs you are thinking of pursuing?

**ASSESSMENT/EVALUATION** Teacher observations of research process, student notes and teacher evaluation of the student brochure. A sample rubric for the brochure is in the Appendix.

## ENRICHMENT IDEAS

1. Contact a professional in a green job and interview him/her about the opportunities available in his/her field.
2. Invite a green job professional to your classroom to give a presentation and ask questions.

## RESOURCES

1. Green Careers Guide (<http://www.greencareersguide.com/>)
2. 10 Great Green Opportunities (<http://www.emagazine.com/archive/3945>)
3. Jumping Into the Green Job Market (<http://www.greenbiz.com/blog/2009/03/30/jumping-green-job-market?ms=36240>)
4. O\*Net Resource Center <http://www.onetcenter.org/green.html>
5. Bureau of Labor Statistics Occupational Outlook Handbook <http://www.bls.gov/oco>



## LESSON 1: BRINGING LIFE TO WORDS



### LESSON OBJECTIVES

The purpose of this lesson is to teach the students about Virginia Driving Hawk Sneve who is a modern day Native American storyteller.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine
- Internet access
- Large white construction paper
- Rulers
- Markers, colored pencils
- Handout: Comprehension Questions worksheet

### NEBRASKA STATE STANDARDS

Language Arts

8.1.4, 8.1.6, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 12.1.4, 12.1.6, 12.2.1, 12.2.2, 12.3.1, 12.3.2, 12.3.3, 12.4.1

Social Studies

8.1.1, 12.1.4

**ACTIVITY 1** Read “Bringing Life to Words” (pgs. 58-63 of Native Daughters). While reading, answer the comprehension questions (worksheet in the Appendix). answer the discussion questions after reading the article.

### Discussion Questions

1. On page sixty-three of Native Daughters, Sneve mentions how publishers think that their readers only want to read stories about Indians that ride horses, hunt buffalo and live in tipis. Why do you suppose the publishers think that their readers prefer these types of stories over ones that depict the modern life of Native Americans?
2. Were you surprised that it was Sneve’s teacher who had first taught her about the way that the United States government had mistreated native people? Why does this surprise/not surprise you? Why do you think the teacher was the first to tell her such things, as opposed to family or community members?
3. The last paragraph of “Bringing Life to Words” states that because of Sneve girls on the Rosebud Indian Reservation now know that they can write books and have them published, and in general that they can be strong, persevere and fulfill their dreams. Do you agree with this statement that her actions will have this big of an impact on the girls of the Rosebud Indian Reservation? Why or Why not?
4. Consider the conditions on Rosebud Indian Reservation. What types of obstacles do you think may have made it difficult for Virginia to go so far in her education and career? (Be sure the students come up with specific answers) How do you think she was able to overcome these obstacles? (Again, make sure the students identify concrete but simple strategies).

### ACTIVITY 2

Review what has been learned about Virginia Driving Hawk Sneve to refresh the students’ memories. Also look to the following resources for more information:

- <http://www.redroom.com/author/virginia-driving-hawk-sneve/bio>
- [http://voices.cla.umn.edu/artistpages/sneve\\_virginia\\_driving\\_hawk.php](http://voices.cla.umn.edu/artistpages/sneve_virginia_driving_hawk.php)



Students will demonstrate what they have learned about Virginia Driving Hawk Sneve by creating on paper a mock Facebook profile for her. Your students should be familiar with the concept of a Facebook profile. Their profiles must include: name, place of birth, current city, educational background, employment history, family, interests, a short bio. Include what they speculate she would feel her own greatest accomplishment is. Give students time to be creative. The idea is to make it look like an authentic Facebook profile but most importantly the goal is to demonstrate the knowledge they have learned about Virginia Driving Hawk Sneve.

**ASSESSMENT/EVALUATION** Use the mock Facebook profile that the students are creating to assess their depth of knowledge of Virginia Driving Hawk Sneve. Of course it is important that the facts they incorporate into the profile is important. Just as important as the facts is the attempt by the students to “get into Sneve’s head” and discuss her life as though they are. Look for each bio to reflect the student’s attempt to incorporate Sneve’s values and personalities into the passage.



## LESSON 2: ONCE UPON THEIR TIME

### LESSON OBJECTIVES

The purpose of this lesson is to teach students about the history of storytelling and its importance in Native American cultures. Students will then have the opportunity to create a story of similar style about something in their own lives.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine
- Internet access
- Display computer content on screen
- Handout: Comprehension Questions worksheet

### NEBRASKA STATE STANDARDS

Language Arts

8.1.4, 8.1.6, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 12.1.4, 12.1.6, 12.2.1, 12.2.2, 12.3.1, 12.3.2, 12.3.3, 12.4.1  
Social Studies  
8.1.1, 12.1.4

**ACTIVITY 1** Read “Once Upon Their Time” (pages 66-71). While reading, answer the comprehension questions. Discuss the following questions after reading the article.

#### Discussion Questions

1. This article discusses modern stories as well as traditional stories. Do you think one is more important than the other? How come?
2. Read Joy Harjo’s quote on page 70. What does she mean by this? Do you agree? Why?
3. Read Leslie Marmon Silko’s quote on page 70. Do you agree with what she said? Why?
4. Also on pag 70, Paula Gunn Allen said she did not realize her mother was teaching her who she was through the stories she told. Think about your own life. Can you think of ways you were taught who you were through stories without realizing it at the time?

**ACTIVITY 2 INVESTIGATING TRADITIONAL STORIES** This activity will expose students to various Native American stories. Pick and choose which ones you expose your students to teh tribes of their area or own background. Story selection will also depend on time constraints, maturity level of your students and life experiences of your students.

1. There are many stories available on the last two links. Some are short and some are long. Pick the ones you think your students will respond to the best.
  - a. Modern story by Virginia Driving Hawk Sneve (<http://www.nexuslearning.net/books/holteol2/Collection%202/medicine%20bag.htm>)
  - b. Modern short stories that are good examples of humorous stories (<http://www.spottedeagle.com/jokes.htm>)
  - c. Short documentaries which are examples of modern storytelling (<http://www.youtube.com/user/UrbanRezProductions#p/u>)
  - d. Traditional stories that teach (<http://www.ilhawaii.net/~story/loreindx.html>, <http://www.firstpeople.us/FP-HTML-Legends/Legends-C.html#Chippewa>)
2. As your students read and watch these stories, consider the following:
  - a. What type of story is this?
  - b. What is this story trying to teach?
  - c. Do you know any similar stories or know stories that teach the same things?

### ACTIVITY 3 STORY WRITING AND ORAL STORY TELLING

1. Students will write a story that either teaches the other students about the origin of something in their own life, teaches others a valuable life lesson or is humorous and meant to entertain. These stories that your students will create are meant to be derived from the student’s own personal and family backgrounds. This is a good opportunity to teach reverence for the cultures of others as well as appropriate levels of pride in one’s own background. **TEACHER NOTE:** It is important here to clarify that students are not to write an “imitation Native story.” Stories that imitate Native origin stories or Native teaching stories can become novelties at best and at their worst can be mocking tales that perpetuate ignorance and stereotypes.
2. Once these stories are complete and have been edited and revised, students should present these stories to one another in class. Follow the traditional way of telling stories by having students sit in a circle either in chairs or on the floor, whichever is more comfortable. Students should tell their stories orally as much as possible. When a story is told by reading it off of a paper, the author loses connection with the audience, and the story can easily become stale and lose its life. Students should keep his or her story to a length that is able to be retold from memory. It is acceptable for the student’s oral interpretation to differ slightly from the written version as long as the message is not changed.

**ASSESSMENT/EVALUATION** For language arts purposes it may be helpful to assess this story on two levels. Grammar, mechanics and punctuation can be assessed in the written form of the story. The oral presentation of the story should be judged for appropriate pacing, volume and inflection. Engaging the audience and transmitting the intended message is key.

### ADDITIONAL RESOURCES

1. Circle of Stories uses documentary film, photography, artwork and music to honor and explore Native American storytelling: <http://www.pbs.org/circleofstories/>
2. State of Montana Indian Education Literature and Resource Guide: [http://www.opi.mt.gov/pdf/IndianEd/Resources/07Lit\\_ResourceGuide.pdf](http://www.opi.mt.gov/pdf/IndianEd/Resources/07Lit_ResourceGuide.pdf)
3. Minnesota Department of Education Indian Education Office K-12 Curriculum Frameworks American Indian Oral Traditions [http://education.state.mn.us/MDE/Academic\\_Excellence/Indian\\_Education/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/index.html)

### LESSON OBJECTIVES

This lesson uses the Lakota story of the White Buffalo Calf Woman to introduce the idea of Native origin stories. Each native culture has its own origin stories. These stories can teach the people where they came from, where their culture came from and in some instances both. The story of White Buffalo Calf Woman tells how the Lakota received their religion and way of life from the creator through the White Buffalo Calf Woman. The second activity allows students to choose a native origin story from another native culture and to present this story to the class.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine
- Internet access
- Display computer content on screen

### NEBRASKA STATE STANDARDS

Language Arts 8.1.4, 8.1.6, 8.2.1, 8.2.2, 8.3.1, 8.3.2, 8.3.3, 8.4.1, 12.1.4, 12.1.6, 12.2.1, 12.2.2, 12.3.1, 12.3.2, 12.3.3, 12.4.1  
Social Studies 8.1.1, 12.1.4



**ACTIVITY 1** Read the introductory article “White Buffalo Calf Woman” (page 71). This will give the students some background knowledge of the story and allow them to understand it more fully. Watch and listen to Chief Arvol Looking Horse of the Lakota tell the story of the White Buffalo Calf Woman (<http://www.youtube.com/watch?v=PHqVdZmpRgl&feature=related>). Read the written version of the White Buffalo Calf Woman (<http://onewhitehorsestanding.com/resources/stories/white-buffalo-calf-woman.htm>).

Answer these questions after watching the video.

1. Who did the White Buffalo Calf Woman first appear to?
2. What happened when she appeared to them?
3. Did she appear again? What happened that time?
4. White Buffalo Calf Woman spoke directly to the women at one point and to the children at another time. What did she tell them?

Discussion Questions

1. What stands out to you about this story?
2. Do you see any ideas in this story that are similar to other religions? Which ones? Why do you think these similarities exist?
3. Native people of nations other than the Lakota have also looked to this story for important lessons. Why do you think this is?

**ACTIVITY 2** Students will study other native origin stories, learn them and present them to the class. Your students’ presentations should be heavy on visual aids. Suggested ideas include: a picture that represents the entire story, a graphic novel, graphic animation, etc. are some suggestions. The student’s presentation should demonstrate an understanding of the story and what it explains. A short write up about the presentation and how it relates to the story is one option for demonstrating this understanding. Link to a website containing many different native creation stories (<http://www.indigenouspeople.net/legend.htm>).

**ASSESSMENT/EVALUATION** Assess students on their ability to accurately and creatively communicate the story of their choice. An element of the accuracy portion should include appropriate portrayal of the culture whose story is being told. Not all native cultures hunted buffalo or lived in tipis. The Iroquois lived differently than tribes from the southwest and these lifestyles should be accurately portrayed in the presentation of the story.

### ADDITIONAL RESOURCES

1. Circle of Stories uses documentary film, photography, artwork and music to honor and explore Native American storytelling: <http://www.pbs.org/circleofstories/>
2. Minnesota Department of Education Indian Education Office K-12 Curriculum Frameworks American Indian Oral Traditions [http://education.state.mn.us/MDE/Academic\\_Excellence/Indian\\_Education/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/index.html)



*"Dr. Susan (La Flesche) could very well emerge as one of the more notable heroines in American history."*

*Dennis Hastings  
Omaha tribe historian*

### LESSON OBJECTIVES

This lesson also is call to action on what legacy students want to create. Students will

- contrast and compare two important women to the history of medicine: Susan La Flesche Picotte and Elizabeth Blackwell.
- discuss the obstacles and issues of the women's lives and how they are similar/dissimilar to those today.

### CURRICULUM INTEGRATION

Science, Social Justice, Language Arts

### MATERIALS NEEDED:

- Native Daughters magazine pgs. 72-77 Susan La Flesche Picotte
- Article on Elizabeth Blackwell: see resource list
- Handout: Venn diagram
- Handout: 3 Tab Foldable
- Handout: Bookmarks for each article

### NEBRASKA STATE STANDARDS

Language Arts

8.1, 12.1

Science

5.1.2.c

Social Studies

8.1.6, 12.1.4

### BACKGROUND INFORMATION:

Susan La Flesche Picotte was the first Native American woman to become a licensed doctor in the United States in 1889. Elizabeth Blackwell was the first woman doctor ever licensed in the United States in 1849.

**ACTIVITY 1** Have students read the articles and fill out the bookmark sections to be used for future discussion.

**ACTIVITY 2** Create a Venn diagram or a 3 Tab Foldable© to list facts/ impressions/characteristics, contributions to medicine, etc of each woman and then things that they had in common.

**ACTIVITY 3** Discuss the bookmark notes that students created and use them to start a class discussion regarding issues that faced both Susan & Elizabeth.

**ACTIVITY 4** Write a letter to yourself -describing the legacy that you want to leave behind.

**ASSESSMENT/EVALUATION** Should be determined by teacher.

### DISCUSSION QUESTIONS

1. Name some of the issues faced by one or both of these women.
2. Are there similar issues today?
3. How do they affect you?
4. What motivated these women?
5. Are there personal characteristics that you admired and if so name them.
6. How would you feel if you had been in their situations?
7. What legacy did they leave behind them?
8. What legacy will you leave?

### ENRICHMENT IDEAS

1. Create own videos about the legacy that they want to leave.
2. Create videos/posters/ Presentation about these two women or others who have contributed to scientific history.

### RESOURCES

1. Elizabeth Blackwell:

- Websites:

[http://womenshistory.](http://womenshistory.about.com/od/blackwellelizabeth/a/eliz_blackwell.htm)

[about.com/od/](http://womenshistory.about.com/od/blackwellelizabeth/a/eliz_blackwell.htm)

[blackwellelizabeth/a/](http://womenshistory.about.com/od/blackwellelizabeth/a/eliz_blackwell.htm)

[eliz\\_blackwell.htm](http://womenshistory.about.com/od/blackwellelizabeth/a/eliz_blackwell.htm)

[http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography\\_35.html](http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography_35.html)

- Books: First Woman Doctor (scholastic biography) Rachel Baker

- Videos: <http://www.youtube.com/watch?v=vAcTo2w7SXE>

2. Susan La Flesche Picotte:

- Books: Native American Doctor by Jeri Ferris ISBN: 0-87614-548-9

- Videos: <http://www.youtube.com/watch?v=oAQV4RAwKKE>

- Presentation: [http://prezi.com/dlvzfm-bdpc/ist-women-in-american-medicine/?auth\\_key=4dc869c34359c846b9290e6cbc14d10efe972667](http://prezi.com/dlvzfm-bdpc/ist-women-in-american-medicine/?auth_key=4dc869c34359c846b9290e6cbc14d10efe972667)

- Websites: [http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography\\_253.html](http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography_253.html) <http://www.awomanaweek.com/picotte.htm>







### LESSON OBJECTIVES

Students will

- consider the similarities and differences of western and native medicinal views.

### CURRICULUM INTEGRATION

Science, Social Justice

### MATERIALS NEEDED

- Native Daughters magazine pgs. 78-84, "Finding a Healthy Balance"
- Paper and pencils
- Article from USA Today or Video
- Handout: Bookmark

### VOCABULARY WORDS

- Ethnobotany
- Hozho
- Epidemiologist
- Epidemiology

### NEBRASKA STATE STANDARDS

Science

8.1.2b, 8.1.2c, 12.1.1g, 12.1.2bv, 12.1.2c

Social Studies

8.1.6, 12.1.4

**BACKGROUND INFORMATION** Native Americans have used multiple healing practices, and they are promoted to help with a variety of ills. Some of the most common aspects of Native American healing include the use of herbal remedies, purifying rituals, shamanism and symbolic healing rituals to treat illnesses of both the body and spirit. Herbal remedies are used to treat many physical conditions. Practitioners use purifying rituals to cleanse the body and prepare the person for healing. Shamanism is based on the idea that spirits cause illness, and a Native American healer called a shaman focuses on using spiritual healing powers to treat people. Symbolic healing rituals, which can involve family and friends of the sick person, are used to invoke the spirits to help heal the sick person.

Healers may include shamans, herbalists, spiritual healers, and medicine men or women. Many Native Americans visit their healers for spiritual reasons, such as to seek guidance, truth, balance, reassurance, and spiritual well-being, while still using conventional medicine to deal with "white man's illness." However, they believe that the spirit is an inseparable element of healing.

### ACTIVITY DIRECTIONS

1. Have students divide their paper in half and draw their idea of how a doctor and a native healer would appear.
2. On the backside of the paper- again divide paper in half listing characteristics, job skills and some knowledge that someone should possess who is a doctor and someone who is a healer.
3. When finished compare and contrast lists. Are there similar characteristics, obvious differences, etc. Discuss any misconceptions that students may have regarding these vocations. Also you might want to address any stereotypical drawings and why they might be misleading, etc.
4. Have students read the article Healthy Balance and fill in bookmark sections for future use and discussion.
5. Based on the diagram on page 81 of Native Daughters conduct a discussion on Western vs Native medicine. (Review diagram for accuracy.) Are there advantages/disadvantages to either Western or Native medicine?
6. Is there a place for both? How is that possible and what would it look like? Is it possible for this to happen? What is the definition of hozho?
7. Show video or read article from USA Today on how western and native medicine is being blended on the Navajo reservation. ([http://www.usatoday.com/news/health/2010-04-22-native-american-doctors\\_N.htm](http://www.usatoday.com/news/health/2010-04-22-native-american-doctors_N.htm))

### ENRICHMENT IDEAS

1. To make use of ethnobotany materials to further explore plants and some of their native uses as a tie to science, social studies and native medicine.
2. Resources for Enrichment Ideas:
  - a. Creating Sacred Places for Students: 7- 8th Science by Sandra J. Fox
  - b. Uses of Plants pgs. 36-37
  - c. Creating Sacred Places for Students: 9-12 Science by Sandra J. Fox
  - d. Uses of Healing Plants pgs.106-
  - e. Ethnobotany Study Book: Plants used by Native Americans & Prairie Settlers. [www.unmc.edu/sepa](http://www.unmc.edu/sepa) contact us for more information.
  - f. Kit also includes Omaha, Winnebago, and Lakota vocabulary cards.

### RESOURCES

1. Creating Sacred Places for Students: 7- 8th Science by Sandra J. Fox
2. Uses of Plants pgs. 36-37
3. Creating Sacred Places for Students: 9-12 Science by Sandra J. Fox
4. Uses of Healing Plants pgs. 106
5. Ethnobotany Study Book: Plants used by Native Americans & Prairie Settlers. ([www.unmc.edu/sepa](http://www.unmc.edu/sepa))
6. Kit also includes Omaha, Winnebago, and Lakota vocabulary cards.

*"We have all the elements in place to really address these health disparities. It's just that we need two things: If we can begin to address the problem of resources, we can do a lot. But the second area is how we're providing that care and making sure we're doing it in the best way possible."*

—Dr. Yvette Roubideaux

Director of Indian Health Service

### LESSON OBJECTIVES

Students will

- create awareness of local public health issues through media.

### CURRICULUM INTEGRATION

Science, Language Arts, Public Health

### MATERIALS NEEDED

- Native Daughters magazine pgs. 78-84, "Finding a Healthy Balance"
- Flip camera or video camera
- Tape recorder
- Poster board
- Other media
- Handout: Bookmark

### ESSENTIAL QUESTIONS

1. Which health issue impacts your community?
2. Why did you choose this topic?
3. Where would you find this health information?
4. Why do you think the community should be aware of this information?
5. Do you think people in the community will gain a better understanding of this health issue from your work?
6. Do you feel other communities may benefit from this information you have created?

### VOCABULARY WORDS

- Hozho
- Epidemiologist
- Epidemiology

### NEBRASKA STATE STANDARDS

Language arts

8.1, 8.3, 8.4, 12.1, 12.3

Science

5.1, 5.;1g, 5.1.2b, 5.1.2c, 8.1.2a,

8.1.2b, 12.1.2a, 12.1.2b

**BACKGROUND INFORMATION** Public health covers a vast array of topics: clean water, brushing your teeth, good nutrition, disease prevention, washing your hands, etc. Have your students poll members of the community to see what they see as public health issues that are not being addressed.

### ACTIVITY DIRECTIONS

1. Have students read the Healthy Balance article from Native Daughters. Pgs 78-84.
2. Complete the Healthy Balance book mark to summarize information for future use and discussion.
3. Choose a topic from those listed in the article or choose another topic to create a commercial, public service announcement or poster regarding a public health issue in your own community. Obviously, students could use other media formats as available.



**Dr. Yvette Roubideaux** is the first Native American director of Indian Health Services.

### DISCUSSION QUESTIONS

1. What constitutes public health?
2. What issues are there today that may have not been in the past and vice versa?
3. What public issues might be in our school?
4. What issues are in our community?
5. How would Dr. Yvette Roubideaux approach those local problems?

### ASSESSMENT/EVALUATION

Utilize a rubric focusing on understanding problem, strength of the message, media appropriateness, and persuasiveness.

### ENRICHMENT IDEAS

1. If your school has a television station or radio station you could have students make public service announcements. If you have no TV outlet, consider posting the video to You Tube or giving it to the nearest community TV station. Also, consider other media, such as radio or newspaper/magazine advertisements.
2. Have students create posters or advertisements for public health issues from the past, such as bubonic plague, cholera, typhoid, etc.

### RESOURCES

1. Office of Minority Health: [www.hhs.state.ne.us/minorityhealth](http://www.hhs.state.ne.us/minorityhealth)
2. College of Public Health –University of Nebraska Medical Center
3. [www.unmc.edu/publichealth](http://www.unmc.edu/publichealth)
4. Indian Health Services: [www.ihs.gov](http://www.ihs.gov)



### LESSON OBJECTIVES

Students will

- identify specific vocabulary and their meanings.
- study virtues of Native cultures.
- create a Frayer model puzzle using definitions.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine, pgs. 86-91
- Internet access
- Handout: Lakota virtues vocabulary
- Handout: Frayer model

### ESSENTIAL QUESTIONS

1. Give examples you have seen of each of the virtues in someone else's life.
2. How have you enacted these 12 virtues in your own life?

### NEBRASKA STATE STANDARDS

Language Arts

7.1, 7.1.4, 7.1.5, 7.1.6, 7.4.1, 8.1, 8.1.4, 8.1.5, 8.1.6, 8.4.1, 12.1, 12.1.4, 12.1.5, 12.1.6, 12.4.1

Social Studies

8.3.7, 8.4.2, 8.4.3, 12.1.13, 12.3.9

**BACKGROUND INFORMATION** Traditional Native Americans try to live in a way that exemplifies the virtues taught to them from birth. The basic four are generosity, courage, respect and wisdom. In present day they have expanded to include perseverance, humility, honor, love, sacrifice, truth, compassion, bravery, and fortitude. Components: story of strength of fighting injustice and abuse, experience in sweat lodge. Darla also sings/ interprets a Lakota warrior song of a woman who has served in uniform of different kinds.

**ACTIVITY 1 DIRECTIONS** Using the internet site <http://www.ext.nodak.edu/extnews/newsrelease/2002/051602/04plains.htm> a one page article entitled Plains Folk: The Lakota Way by Tom Isern (Professor of History NDSU) which tells of the following list of 12 Lakota virtues:

- |              |                |
|--------------|----------------|
| • Humility   | • Perseverance |
| • Respect    | • Honor        |
| • Love       | • Sacrifice    |
| • Truth      | • Compassion   |
| • Bravery    | • Fortitude    |
| • Generosity | • Wisdom       |

Read the article about Darla Black on page 86 of Native Daughters magazine.

**ASSESSMENT/EVALUATION** Have students create a Frayer Model puzzle using the Lakota virtues. See Frayer Model instructions.

### DISCUSSION QUESTIONS

1. Which of these virtues does Darla Black exemplify? Give examples.
2. Go to <http://cojmc.unl.edu/nativedaughters/warriors/darla-black-epitomizes-fearlessness-in-career-home-life>.

### ENRICHMENT IDEAS

1. Read and discuss stories from "The Lakota Way: Stories and Lessons for Learning" by Joseph Marshall III, Rosebud, Lakota. ISBN: 0786161469
2. Native American Circle of Courage Color
3. Guard Entrance Video with voice over describing the importance of military service and representing Native culture in the grand entry of a Powwow ([http://www.youtube.com/watch?v=1y\\_G0QwdkAg](http://www.youtube.com/watch?v=1y_G0QwdkAg))
4. Information on sweat lodge ceremonies (<http://buffalofire.com/?p=1974>)



### LESSON OBJECTIVES

Students will

- identify parts of language.
- analyze and examine gender roles.
- discuss cultural differences of women in uniform.

### CURRICULUM INTEGRATION

Language Arts, Social Studies

### MATERIALS NEEDED

- Native Daughters magazine pg. 94
- Dictionaries, thesaurus
- Internet access
- Handouts: Gender Role Worksheet, What is A Warrior Worksheet, Venn Diagram, Helicopter Names Worksheet, Frayer Models 1 and 2
- Extra paper, large poster size paper
- Lisa Jendry article and video clips from the Native Daughters website

### ESSENTIAL QUESTIONS

1. Where have you have seen each of the virtues in your own lives?
2. How have you enacted the 12 virtues in your own life?

### VOCABULARY WORDS

Assign each student (or pair) a word. Students will identify a definition, connotation, antonym and synonym and then create a visual symbol for that word. Place these on large poster papers so they can be taped on wall. Students will make visual presentations about their poster and explain their word to the class. After presentations, have groups rotate around the room to add examples (one per group) they have witnessed to make the word relevant to their class/community.

- |                |                |
|----------------|----------------|
| • Warrior      | • Battle       |
| • Gender       | • Home         |
| • Expectations | • Normality    |
| • Courage      | • Assimilation |
| • Service      | • Culture      |
| • Struggle     | • Forgiveness  |
| • Odds         |                |

### NEBRASKA STATE STANDARDS

Language Arts

7.1, 7.1.4, 7.1.4.5, 7.1.6, 7.4.1, 8.1, 8.1.4, 8.1.5, 8.1.6, 8.4.1, 12.1, 12.1.4, 12.1.5, 12.1.6, 12.4.1

Social Studies

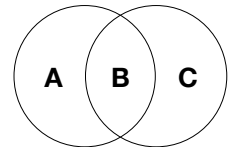
8.1.2, 8.1.7, 8.1.9, 8.3.7, 8.4.2, 8.4.3, 12.1.13, 12.2.10, 12.3.9

### BACKGROUND INFORMATION

This article (pg. 94) is based on women serving their country and their communities. The first two activities will assess their prior knowledge to information gained from this lesson. This will be used in the Venn diagram in the middle of the lesson. After the "What is a Warrior?" activity, you might wish to discuss service, and the many different uniforms people wear to serve others. Some service is performed without uniforms and sometimes service is not produced in organized groups, but from individuals who respond to needs in their community.

### ACTIVITY DIRECTIONS

1. Fill out assessment of Gender Role worksheet in class from the student folder.
2. Before students read the article: Defending Their Country, have students write answers to the following:
  - Describe your idea of a warrior.
  - Describe their physical and mental characteristics.
  - What is the purpose and functions of a warrior?
  - Name several famous warriors.
3. How is gender reflected in your answers?
4. After answers are completed, have students share in small groups their ideas.
5. Begin part A of Venn Diagram on a sheet of notebook paper. Students read the article about Lisa Jendry on page 94. On website, there also are three interviews of Native women who have served in the military (<http://cojmc.unl.edu/native Daughters/warriors/native-american-women-find-cultural-grounding-in-u-s-military>).
6. In small groups, have students answer the questions again and compare and contrast their answers to their previous ones.
7. Do part B of Venn diagram.
8. Finish part C of diagram by placing items that are in both circle into the intersection of the two circles.



**ASSESSMENT/EVALUATION** This lesson is based on participation and group involvement. Teacher should go among the groups and check on the progress of groups. Group presentation is another assessment tool.

### ENRICHMENT IDEAS

1. Watch Native American Military funeral slide show with sound (<http://www.slideshare.net/BoxDoc/awakeforanindianwarrior1>).
2. Read the Rolling Stone article about Lori Piestewa, Hopi, and first woman killed in the Iraq War (<http://www.oshadavidson.com/Piestewa.htm>).
3. Have students research the names of helicopters and identify those which are named after Native American nations. Thought questions regarding the naming of military helicopters with Native American nations. Pass out Helicopter Names Worksheet
  - How is Native American Culture used in military names of helicopters?
  - What is the significance of naming military machinery after a nation?
  - What conflicts occurred between the U.S. military and these nations in the past?
  - Find options for listing of military helicopters ([http://www.olive-drab.com/od\\_mvg\\_vehicle\\_id\\_helicopters.php](http://www.olive-drab.com/od_mvg_vehicle_id_helicopters.php)).
4. Native American artist John Hitchcock grew up near a military base in Oklahoma. Military operations are often a focus of his artwork and are linked with the inherent conflict it that has always existed between Nations the U.S. military. Through Hitchcock's work, he notes that many of the U.S. military helicopters, for example, are named after several indigenous nations: Kiowa, Lakota, Iroquois, Chinook, Blackhawk, and Apache. Examine Hithcock's work Expansion and discuss the contrasts and conflicts that exists in his expression. Be sure to cite your research of past conflicts, to support your analysis of Expansion (<https://mywebpace.wisc.edu/jhitchcock/hitchcock/expansion.html>).



**LESSON OBJECTIVES**

(from VisionMaker resource guide)

Students will

- learn about the history of the White Mountain Apaches, the resources and perils of living in a mountainous forest region and the experiences of women on the Apache 8 Wild lands fire crew.
- explore what it takes to accomplish goals, how stereotypes and biases may get in one's way, and what resources and steps are needed to be successful.
- analyze the role of ceremonies and the importance of being part of a community in self- determination.
- apply ideas about strength in character, determination and dedication to their own lives.

**CURRICULUM INTEGRATION**

Language Arts, Social Studies, Women's Studies, Reading, Native American Studies

**MATERIALS NEEDED**

- Video of Apache 8 from VisionMaker
- Internet access
- Blank paper
- Colored pencils

**ESSENTIAL QUESTIONS**

1. What does bravery or courage look like and where have you seen it exemplified?

**VOCABULARY WORDS**

- |                 |                |
|-----------------|----------------|
| • Stereotypes   | • Discipline   |
| • Strength      | • Spirituality |
| • Commitment    | • Taboo        |
| • Camaraderie   | • Ceremony     |
| • Determination | • Service      |
| • Fortitude     |                |

**NEBRASKA STATE STANDARDS**

Language Arts

7.1, 7.1.4, 7.1.5, 7.1.6, 7.4.1, 8.1, 8.1.4, 8.1.5, 8.1.6, 8.4.1, 12.1, 12.1.4, 12.1.5, 12.1.6, 12.4.1

Social Studies

8.3.7, 8.4.2, 8.4.3, 12.2.10, 12.3.9

**BACKGROUND INFORMATION**

The Apache 8 is a group of women from the White Mountain Apache tribe who fight fires. They have been in the national news numerous times as they fight large forest fires. They recently were featured in a documentary on PBS stations across the U.S. This lesson will introduce the Apache 8, demonstrating their courage, camaraderie and determination to work as a team to conquer forces of nature.

**ACTIVITY DIRECTIONS**

1. Video available
  - a. Watch video of Apache 8 (Native Women Firefighters).
  - b. Complete handouts instruction available with the movie.
2. Video not available
  - a. Research articles on the Internet about Apache 8.
  - b. Recent news coverage of Apache 8 fighting fires in the southwest in the summer of 2011 <http://video.pbs.org/video/2006599346/>
  - c. Optional sources: Use news articles from this website. Scroll to the bottom under "In the News" and click on the title and it will link to the site. (<http://www.nativetelecom.org/apache8>)
3. Create action figures
  - a. Create and name an action figure include sketch..
  - b. Compose a list of accessories that your figure will need to fight fires.
  - c. Write a short biography about your action figure firefighter, including the importance of spirituality and character traits as viewed in film or internet research.
  - d. Write a thirty second commercial trying to market your figure to the public.

**ENRICHMENT IDEAS**

Link to Oglala Lakota Nation powwow photos and videos

[http://travel.nationalgeographic.com/travel/american-festivals/pine-ridge-pow-wow-photos/#/festivals-pow-wow-2\\_17022\\_600x450.jpg](http://travel.nationalgeographic.com/travel/american-festivals/pine-ridge-pow-wow-photos/#/festivals-pow-wow-2_17022_600x450.jpg)

**RESOURCES**

1. natedaughters.org
2. White Mountain Apache Tribe: <http://www.wmat.nsn.us>
3. US Forest Service: Interagency Hotshot Crews [http://www.fs.fed.us/fire/people/hotshots/IHC\\_hist.html](http://www.fs.fed.us/fire/people/hotshots/IHC_hist.html)
4. Arizona State Museum, Angie Hoffman interview podcast [http://www.statemuseum.arizona.edu/podcasts/ep030\\_hoffman--angie.shtml](http://www.statemuseum.arizona.edu/podcasts/ep030_hoffman--angie.shtml)
5. Arizona State Museum, Paths of Life exhibit <http://www.statemuseum.arizona.edu/exhibits/pol/entrance.shtml>
6. Becoming Woman: The Sunrise Ceremony: apache Female Puberty Ceremonies in the Apache Tribe <http://www.webwinds.com/yupanqui/apachesunrise.htm>



*"Somehow, I think deep inside of us, we have a huge desire to be Indian again."*

—Cecelia Fire Thunder  
Former Oglala Lakota President

### LESSON OBJECTIVES

Students will

- define leadership qualities
- self-assess their own leadership skills
- identify leaders (positive or negative) and describe what qualities they have that make them leaders.
- prepare and present a persuasive speech to demonstrate their leadership skills.

### CURRICULUM INTEGRATION

Social Studies, Language Arts, Government, Psychology, Guidance/ Career Education

### MATERIALS NEEDED

- Native Daughters magazine, self-assessment quiz (link)
- Internet access
- Materials to create posters (i.e.- poster board, markers, etc.)

### ESSENTIAL QUESTIONS

1. What are the qualities of a good leader?
2. How are good leaders defined? Self? By others? Through their actions?
3. Are leaders born or made?
4. How do some people who do not project ethical standards become leaders?
5. Why is the power of persuasion important to leadership?

### NEBRASKA STATE STANDARDS

Language Arts

5.2.1, 5.2.1, 5.3.3, 5.4.1, 12.2.1, 12.3.1, 12.3.3, 12.4.1

**BACKGROUND INFORMATION** Many qualities are required of a strong, positive leader. In this lesson, students will identify and define these qualities and research what makes a strong leader. They will also demonstrate their ability to persuade others through speech.

### ACTIVITY 1 Define leadership

1. Ask students what qualities a leader needs to possess.
2. Give each student a leadership term from the list provided. Have the student research these terms and determine why good leaders need these qualities.
3. Students create a flashcard that has a picture, symbol or drawing on the front that represents a researched quality. The back has a description and reason for the quality.

**ACTIVITY 2** Read "Igniting Controversy," pages 102-107. Review the comprehension and discussion questions with your class.

### Comprehension Questions

- a. Describe Cecelia Fire Thunder's plan to mitigate debt for the Oglala Sioux Tribe?
- b. Why did Fire Thunder want to build an abortion clinic on the Pine Ridge Reservation?
- c. Why does Cecelia say about Catholic boarding schools?

### Discussion Questions

- a. Cecelia Fire Thunder is committed to women's rights. What was the main concern regarding the women of Pine Ridge? How does she feel about it?
- b. Why would her advocacy of women's rights lead some to brand her as radical?
- c. What do you think she means when she says "We want to be Indian again?"
- d. Fire Thunder generated more controversy besides her stand on abortion. What were her other controversial acts? Which issue most led to her impeachment?
- e. Do leaders need to be controversial? What are qualities for a good leader?

### ACTIVITY 3 Self-assess your leadership.

1. Have students complete a self- assessment of their leadership skills. One example can be found at <http://www.nwlink.com/~donclark/leader/survlead.html/>.
2. Discussion questions: Using the handout in the appendix, discuss the qualities of leaders, connotations of terms used to describe leaders, and the differences between being a leader and having authority.

### ACTIVITY 4 Research activity.

1. Read "Igniting Controversy," pages 102-107.
2. Have each student select a contemporary or historical leader (some should be poor or dictatorial leaders).
3. Using what they have learned, the students will determine the qualities this person had that elevated them to leadership status.
4. The students will each create a campaign poster for their leader. The poster will advertise the person's leadership qualities. It should include a picture of the person, 1 or 2 quotes, and 3 or 4 things he/she is known for.
5. The student will explain either in writing or orally the positive or negative impacts of the leader he/she researched.

### ASSESSMENT/EVALUATION:

1. Prepare and present a persuasive speech.
2. Students will demonstrate what they learned about leadership by preparing and presenting a persuasive speech. The topic should be about an issue they strongly believe in or a controversy.
3. Create evaluation tool at <http://rubistar.4teachers.org>.

**ENRICHMENT IDEAS** The Minnesota Department of Education Office of Indian Education, Curriculum Framework, Leadership: [http://education.state.mn.us/MDE/Academic\\_Excellence/Indian\\_Education/K12\\_Curriculum/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/K12_Curriculum/index.html)

### RESOURCES

1. The Lakota Way: Stories and Lessons for Living, by Joseph M. Marshall III (Rosebud Lakota), Penguin Compass, (2001), New York, NY
2. Walking With Grandfather: The Wisdom of Lakota Elders, Joseph M. Marshall III (Rosebud Lakota), Sounds True, (2005), Boulder, CO



### LESSON OBJECTIVES

Students will

- identify differences between matriarchal/patriarchal societies.
- compare and contrast women's duties in the different societies.
- discuss the importance of the roles of Native American Women.
- identify reasons for decline in leadership by Native American women.

### CURRICULUM INTEGRATION

Social Studies, Sociology, Women's Studies, Social Justice, Language Arts

### MATERIALS NEEDED

- Native Daughters magazine
- Handout: Venn Diagram outlines
- Internet access
- Handout: KWL chart and timeline

### VOCABULARY WORDS

- Matriarch
- Patriarch
- Society
- Lament

### BACKGROUND INFORMATION

For the novice teacher or those not familiar with historical Native American family structure, we recommend *Waterlily* by Ella DeLoria or *The Birchbark House* by Louise Aldrich as personal reading prior to taking on this lesson in the classroom. Students and teachers need to know the qualities of a leader and the traditional roles of Native American women in matriarchal and patriarchal societies. Some matriarchal tribes are: Seneca, Cayuga, Onondaga, Mohawk, Tuscarora, Cherokee, Choctaw, Navajo, Apache, and Shoshone. Some patriarchal tribes are: Nez Perce, Lakota, Cree, Winnebago, Omaha, Blackfeet, Ojibwa, Hidatsa, Cheyenne, and Mandan.

### ACTIVITY 1

1. Ask the meanings of matriarch/patriarch. If they don't know, have a discussion and help them understand the meanings of the terms. Ask them how they think the terms would tie into Native American tribes and their belief systems. (Students will discuss that in matriarchal tribes the people identify themselves through their mother's line and in patriarchal tribes people identify themselves through their father's line).
2. Ask students which their culture practices. (How students answer will depend on ethnic affiliation as well as personal issues. Some will say patriarch because they have their father's last name; but accept any answer with sufficient explanation).
3. Assign partners and assign each pair two tribes; one matriarchal and one patriarchal tribe. Use any system that works best for getting partners/tribes.
4. Tell each pair they have two class periods to research their tribes, identify which is matriarchal and which is patriarchal, list duties of women in each tribe, and find things about the women's duties that are similar and different. These will be filled in on a Venn diagram.
5. After researching, each group will create a presentation in order to teach the class about their tribes, focusing on the items above. This can be in any format the groups decide.

### ACTIVITY 2

1. Discuss the roles that women played in the different tribes from each group. What commonalities did they see? What surprised them? Ask them how they think women felt about their roles? Were they seen as inferior to men? (Women did not see themselves as inferior to men nor did men see themselves above the women. Everyone did their necessary role to survive and everyone's role was important. A person's job was an aspect of his or her sexuality, a source of economic and political power, and an affirmation of cosmic force and balance.)
2. Using a Venn diagram, compare and contrast the roles of Native American women with European Women. How did these differences in roles contribute to the way that European men viewed Native American society and culture?
3. Review concepts from the leadership lesson.

### ACTIVITY 3

1. Read "Taking Charge" pages 109-117 (you may skip A Champion for Education on page 114) and review comprehension and discussion questions.
2. Create a KWL chart to use in this lesson. Have students fill in what they know (K) and what they'd like to learn (W). Chart can be found in the Appendix.
3. Talk about the European culture and the historic role of European men and women. How do you think introduction to these men impacted Native American women?
4. Direct students to research the impact of European settlement on Native American women on the internet.
5. Go back to the KWL chart and have students fill in what they have learned. Were they surprised by what they found? Why or why not?



**ESSENTIAL QUESTIONS**

1. Does a leader always mean “the ruler”? What are qualities of a good leader?
2. What are the traditional roles of Native American women in a matriarchal society? Patriarchal?
3. How did European influence impact Native American women?
4. What changed the traditional respect for women and their leadership?
5. Why is it important for women to lead?
6. How is it possible to beat poverty?

**NEBRASKA STATE STANDARDS**

Language Arts

8.1.6c, 8.4.1, 12.1.6c, 12.4

Social Studies

8.1.1, 8.1.3, 12.1.1

**Discussion Questions**

1. Philomine Lakota is teaching the native language to high school students and works to restore the tribes’ rites of passage for women saying these “help prepare girls for every shock in life”. What are sacred rites? How do they prepare us for life?
2. In 1751 Benjamin Franklin wrote of the Six Nations Confederacy “It would be a very strange thing if Six Nations of Ignorant Savages should be capable of forming a Scheme for such an Union and be able to execute it in such a manner, as that it has subsisted Ages, and appears indissoluble, and yet a like union should be impracticable for ten or a dozen English colonies”. What does this tell us about his feelings for the Native Americans? What about the use of the term Ignorant Savages? Was the Union formed as a result of Franklin’s work (the United States) comparable to the Six Nations?
3. With the importance of education a given, how was it that the old mission schools could be harmful for the Native Americans? Why would the schools teach only Western values to the Native people? Does a society have to give up traditional values? What are ways traditional values can be modernized?

**ASSESSMENT/EVALUATION**

1. Using a Venn diagram compare and contrast the two tribes they were assigned. Write a short paragraph describing what the differences and similarities are for women’s roles in matriarchal and patriarchal tribes.
2. Using a Venn diagram compare and contrast the lives of Native American women and European women. Write a short paragraph describing how these differences influenced how European men viewed Native American society.

**ENRICHMENT IDEAS**

1. Make a set of paper dolls with costumes depicting different roles of women.
2. Create a time line of European influence on tribes.
3. Compose a song of lament.
4. PowerPoint/Prezi presentation of European impact on Native American women.
5. Have students create a talk show having as guests a Native American woman and a European male (trader, missionary, colonist, etc.) This will be recorded and shown to the class. May include advertisements for products of the time.

**RESOURCES**

1. <http://www.indians.org/articles/native-american-women.html>
2. <http://www.kwintessential.co.uk/articles/article/USA/Female-Native-American-Indians-/2285>
3. <http://www.bigorin.org/>
4. <http://factoidz.com/impact-of-european-imperialism-on-native-american-indian-nations/>
5. Cherokee Women, Perdue Theda, University Nebraska Press, Lincoln NE, 1998
6. Rubrics – <http://rubistar.4teachers.org> (ready-made or create your own)
7. <http://www.luri.org/article.php/vol1n1/running.xml>
8. <http://www.bluecloud.org/role.html>
9. Countering Colonization: Native American Women and Great Lakes Missions, 1630-1900, Carol Devens, 1992.





### LESSON OBJECTIVES

Students will

- identify the structure of Tribal governments.
- define sovereignty and how it relates to Tribal governments.
- identify the powers, rights and responsibilities of Tribal governments.
- explore female tribal leadership.

### CURRICULUM INTEGRATION

Social Studies, Government, United States History

### MATERIALS NEEDED

- Native Daughters magazine
- Internet access
- American Indian Policy Center's Traditional American Indian Leadership: A Comparison with U.S. Governance. (<http://www.airpi.org/research/tdintro.html>)
- Montana OPI IEFA Curriculum Resource, Social Studies, High School, Topic 3, Tribal Leaders (contemporary and historical) available at <http://opi.mt.gov/Programs/IndianEd/curricsearch.html>

**BACKGROUND INFORMATION** With over 500 Native American tribes in the United States and each of these tribes being sovereign nations the roles and responsibilities as well as the rights of tribal people can be very confusing. The United States maintains a government-to-government relationship with each tribal nation. The term tribe is not even a Native American term. However it is used throughout federal, state and tribal government policies to refer to a group of people who have a common ancestry. This refers to those tribal members who live on the same reservation and those members who live in other locations.

- As sovereign nations within the nation of the United States, tribal governments and tribal members have a unique citizenship in that they are United States citizens, state citizens, and citizens of the tribe they belong to whether or not they live on a reservation.
- The relationship between the federal government and tribal governments is complex and often misunderstood. For that reason this lesson has been included in this curriculum guide.
- Resources containing further explanation and information are included throughout this lesson both where they apply to specific discussions and in the resources section.

### ACTIVITY 1 Understanding Tribal Governance

1. Download and copy for all students a copy of the American Indian Policy Center's Traditional American Indian Leadership: A Comparison with U.S. Governance from (<http://www.airpi.org/research/tdintro.html>). Refer to page 115 of the Native Daughters magazine.
2. Select the nonfiction reading strategy of your choice for reading this document. It would be best for each student to have a copy in order to highlight vocabulary words, key facts about the comprehension and discussion questions, or facts needed to complete the suggested projects.
3. Using information from the article students will complete a Venn diagram comparing and contrasting traditional tribal government and contemporary tribal government.

### ACTIVITY 2 Comparing Traditional and Contemporary Native American Leaders

1. Read "Igniting Controversy" in Native Daughters page 103.
2. Using the Montana OPI IEFA Curriculum Resource, Social Studies, High School, Topic 3, Tribal Leaders (contemporary and historical) (<http://opi.mt.gov/Programs/IndianEd/curricsearch.html>) guide students thru the learning plan.
3. Complete the Learning plan idea presented.
4. After reviewing both historical and contemporary tribal leaders have students create a visual display explaining one or several of the following: a) what issues contemporary issues leaders today face that historical leaders did not face; b) how selection of leaders is different today from historical times; c) the differences in male and female leadership throughout history; d) which tribes historically had female leaders and what where they leaders of; e) which tribes today have or have had female leaders and how has this impacted these tribes; f) what made historical leaders famous as compared to why/when contemporary leaders are famous or are contemporary leaders famous.

### ACTIVITY 3

After completing activities 1 and 2, discuss these questions with your class

1. Based on the article, define European governance and American Indian leadership and explain how they are alike and different.
2. How was traditional American Indian leadership passed from one generation to the next?
3. What role did cultural spirituality play in traditional American Indian leadership?

**ESSENTIAL QUESTIONS**

1. What is a reservation? Who lives there? Why?
2. What is sovereignty?
3. Why are tribal nations sovereign?
4. How is traditional tribal leadership different from U.S. state or federal governance?
5. How does tribal sovereignty compare with state or federal governments?
6. How are traditional tribal leadership and contemporary tribal leadership the same and different?
7. Why does it matter that Native Americans are tribal citizens in addition to being state and U.S. citizens?

**VOCABULARY WORDS**

- Sovereignty
- Secretary of Interior
- Bureau of Indian Affairs (BIA)
- Government-to-government
- Jurisdiction
- Governance

**NEBRASKA STATE STANDARDS**

## Social Studies

8.1.1, 8.1.9, 8.3.1, 8.3.2, 8.4.3, 8.4.4, 8.4.5, 12.1.1, 12.1.4, 12.1.10, 12.1.11, 12.1.12, 12.1.13, 12.1.14, 12.2.5, 12.3.1, 12.3.6, 12.3.10

4. Was there only one leader? If not how were these leaders determined?
5. When and how were new leaders decided on?
6. How does the idea of decision by consensus compare to U.S. Governance?
7. Explain why the main features of traditional American Indian leadership led to lack of understanding in the making of treaties and other relations between the U.S. government and tribal leaders of that day?
8. Why were American Indian leadership styles different from U.S. Governance? What impact did these differences have on tribal people?

**ASSESSMENT/EVALUATION** Students will debate traditional tribal leadership and contemporary tribal leadership by making an argument for which is more important in the 21st Century, which provides better for the needs of the tribe, and/or which teaches future generations about the true cultural values of the tribe. This debate can be completed either as a persuasive essay, with two teams debating each other, or through visual presentations prepared either individually or as part of a group. A rubric for assessing the students can be developed using <http://rubistar.4teachers.org>.

**ENRICHMENT IDEAS**

1. • The Minnesota Department of Education Office of Indian Education, Curriculum Framework, Tribal Government ([http://education.state.mn.us/MDE/Academic\\_Excellence/Indian\\_Education/K12\\_Curriculum/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/K12_Curriculum/index.html))
2. Montana Office of Public Instruction Indian Education Office IEFA curriculum resources (titles of specific lessons are listed below) (<http://opi.mt.gov/Programs/IndianEd/curricsearch.html>)
  - a. Social Studies, grade 3, Topic 8, Montana Reservation Governments
  - b. Social Studies, grade 4, Topic 6, Governmental Responsibilities: Community, Tribal, State, Federal
  - c. Social Studies, grade 4, Topic 8, Differences Among Montana's Tribes: Cultures, Traditions, Government
  - d. Social Studies, grade 5, Topic 5, The Purposes of Tribal Government
  - e. Social Studies, grade 5, Topic 6, Sovereignty: What does it mean for the Northern Cheyenne Tribe?
  - f. Social Studies, grade 6, Topic 6, Identifying Purposes of Tribal Government
  - g. Social Studies, Grades 7/8, Topic 14, Colonization and American Indian Perspectives
  - h. Social Studies, High School, Topic 3, Tribal Leaders (contemporary and historical)
  - i. Social Studies, High School, Topic 4, Tribal Sovereignty and Power

**RESOURCES**

1. Minnesota Department of Education Indian Education Office, Curriculum Frameworks, Tribal Government and Leadership Units [http://education.state.mn.us/MDE/Academic\\_Excellence/Indian\\_Education/K12\\_Curriculum/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/K12_Curriculum/index.html)
2. Montana Office of Public Instruction Indian Education Office, American Indians 101 Frequently Asked Questions <http://www.opi.mt.gov/pdf/indianed/resources/americanindians101.pdf>
3. Montana Office of Public Instruction Indian Education Office IEFA curriculum resources (multiple lesson plans for grades K-12 regarding all areas of Native American education including leadership and tribal government) <http://opi.mt.gov/Programs/IndianEd/curricsearch.html>
4. American Indian Policy Center, Traditional American Indian Leadership: A Comparison with US Government <http://www.airpi.org/research/tradlead.html>

# THE HANDOUTS

USE THESE PAGES AS TOOLS FOR THE CORRESPONDING LESSONS,  
OR ADAPT THEM FOR ANY LESSON YOU CHOOSE.

**LAWGIVERS**HANDOUTS  
PAGE 36

**ARTISTS**HANDOUTS  
PAGE 38

**ENVIRONMENTALISTS**HANDOUTS  
PAGE 39

**STORYTELLERS**HANDOUTS  
PAGE 42

**HEALERS**HANDOUTS  
PAGE 25

**WARRIORS**HANDOUTS  
PAGE 46

**LEADERS**HANDOUTS  
PAGE 49

**MULTI-USE**HANDOUTS  
PAGE 53

**ADDITIONAL**RESOURCES  
PAGE 59

**NEBRASKA STATE STANDARDS**  
PAGE 61

**WRITERS**BIOGRAPHIES  
PAGE 63

**THANK YOU**  
PAGE 65

Do your student  
**NATIVE DAUGHTERS**  
want to tell stories  
using words, photos, or video?  
Maybe advertising or public relations?  
Send them to us.

**THE UNIVERSITY OF NEBRASKA-LINCOLN'S** College of Journalism and Mass Communications would love to make your students part of the next Native Daughters project. More importantly, the world needs **NATIVE DAUGHTERS** to tell their own stories in the media. For more information, please contact Recruiting Coordinator Michelle Hassler in one of the following ways:

**Phone:** 402.472.7050.

**Email:** mhassler3@unl.edu

**Website:** journalism.unl.edu



Molly Young, a Miami tribe member from Albion, Neb., was a lead writer for the Native Daughters magazine. See her story on page 2. A 2010 graduate, she now works as a small business reporter for the Oregonian newspaper in Portland.

# LIFE PLOT

A WORKSHEET

**Ecstasy**

**Misery**

**Time**



SOURCE: LIFE PLOT INFORMATION AT [HTTP://SIVERS.ORG/DRAMA](http://sivers.org/drama)



# BARNGA

## A SIMULATION GAME ON CULTURAL CLASSES

### AUTHOR

Sivasailam Thiagarajan  
([http://www.amazon.com/Sivasailam-Thiagarajan/e/B001JOSF8U/ref=ntt\\_athr\\_dp\\_pel\\_1](http://www.amazon.com/Sivasailam-Thiagarajan/e/B001JOSF8U/ref=ntt_athr_dp_pel_1), ISBN-13: 978-1877864049)

### COMPLETE DIRECTIONS

available online (<http://yeoresources.org/Documents/Files/Barnga.pdf>).

### ON-LINE RESOURCES

- [http://www.acadiau.ca/~dreid/games/Game\\_descriptions/Barnga1.htm](http://www.acadiau.ca/~dreid/games/Game_descriptions/Barnga1.htm)
- <http://sbaweb.wayne.edu/~absel/bkl/vol25/25ch.pdf>
- <http://www.boyscouttrail.com/content/game/game-1643.asp>

### INTRODUCTION

In Barnga, The goal is to raise awareness of cultural differences, especially when people move from one culture to another. Participants experience the shock of realizing that despite many similarities, people of differing cultures perceive things differently or play by different rules. Players learn that they must understand and reconcile these differences if they want to function effectively in a cross-cultural group.

### OVERVIEW

Participants play a simple card game in small groups, where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture shock similar to actual experience when entering a different culture. They then must struggle to understand and reconcile these differences to play the game effectively in their "cross-cultural" groups. Difficulties are magnified by the fact that players may not speak to each other but can communicate only through gestures or pictures. Participants are not forewarned that each is playing by different rules; in struggling to understand why other players don't seem to be playing correctly, they gain insight into the dynamics of cross-cultural encounters. When someone joins a new group, or moves to a new home, the rules in that new place are similar to what he is used to but with some important differences which he must figure out. When someone joins our group, club, circle of friends, neighborhood, we should be flexible and supportive when he doesn't quite "get it" how we do things here.

### POSTGAME DISCUSSION QUESTIONS

1. What happened during the game/tournament?
2. What does the game suggest about what to do when you are in a similar situation in the real world?
3. How does this game focus our attention on the hidden aspects of culture?
4. If you could describe the game in one word, what would it be?
5. What did you expect at the beginning of the game?
6. When did you realize that something was wrong?
7. How did you deal with it?
8. How did not being able to speak contribute to what you were feeling?

# THE SCRIPT

YOUR SCREEN OUTLINE SHOULD INCLUDE ALL OF THE FOLLING ELEMENTS

**TITLE** of the film:

## CHARACTERS

The characters  
in my scene are....

Describe them:

I chose them because....

## SETTING

The location of my scene is...

because...

## CAMERA

The camera will be positioned...

to...

## MOOD

The mood of my scene is...

The mood is created by...  
(use of color, texture,  
lighting, etc.)

## MUSIC

The song or instrumental  
music will be...

to create...

## OBJECTS

The object in my scene is...

the purpose of which is....

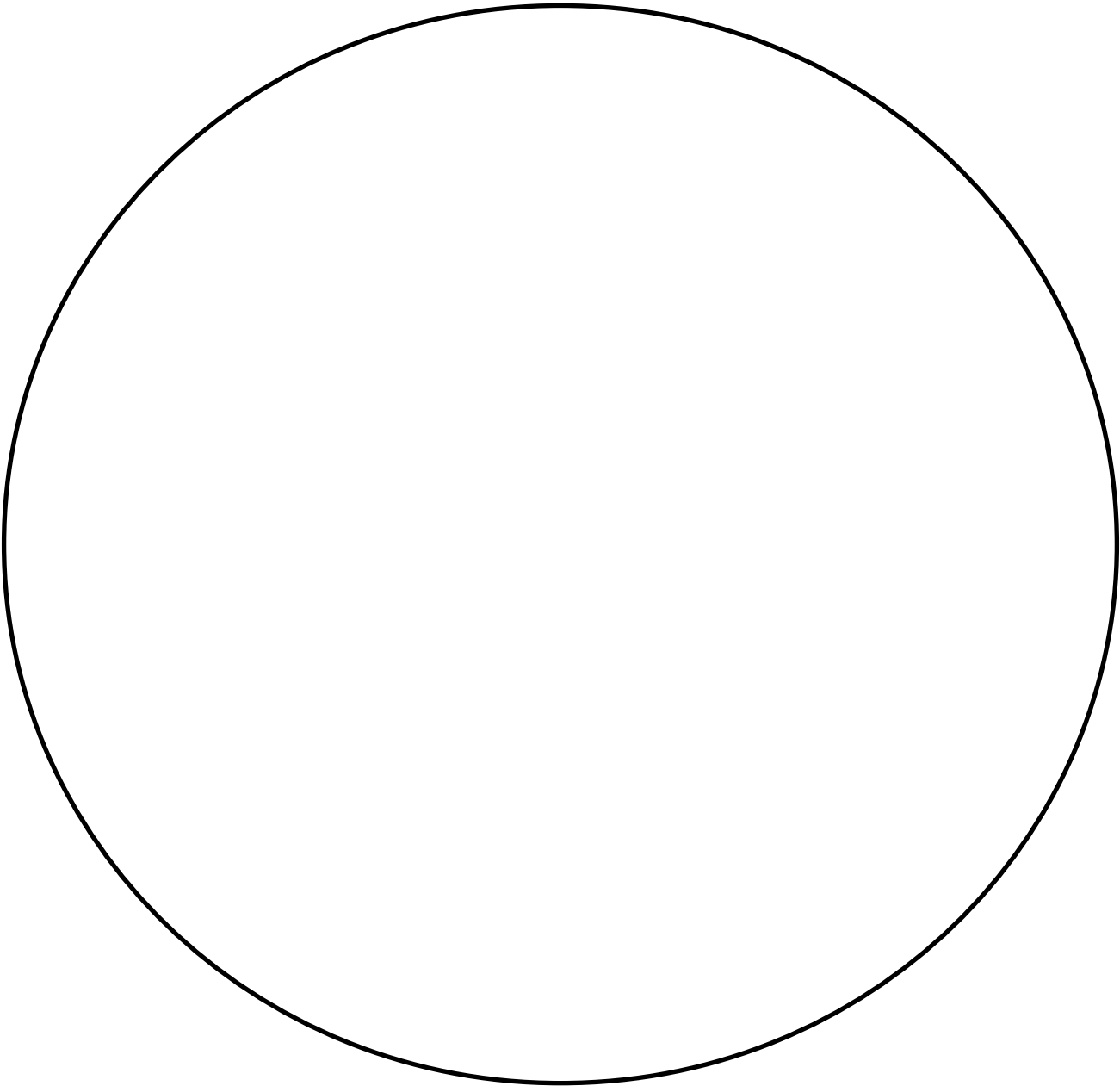
## ACTIONS

The action is....

# PIE CHART

A WORKSHEET

TITLE: \_\_\_\_\_



# POSTER/WORDLE PROJECT

## A RUBRIC

**Teacher name:** \_\_\_\_\_

**Student name:** \_\_\_\_\_

CATEGORY	4 Wow!	3 Great!	2 Ok. . . but	1 What???
Required Elements	The project includes all required elements as well as additional information.	All required elements are included in the project.	All but 1 of the required elements are included on the project.	Several required elements were missing.
Graphics-Word use Originality	Graphics or words used on the project reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics or words used on the project reflect student creativity in their creation and/or display.	The graphics/words are made by the student, but little creativity is shown.	No graphics are included, or the words used are off-topic.
Content-Accuracy	At least 7 accurate facts are displayed.	5-6 accurate facts are displayed.	3-3 accurate facts are displayed.	Less than 3 accurate facts are displayed.
Attractiveness	The poster/wordle is exceptionally attractive in terms of design, layout, and neatness.	The poster/wordle is attractive in terms of design, layout and neatness.	The poster/wordle is acceptable attractive through it may be a bit messy.	The poster/wordle is distractingly messy or very poorly designed. It is not attractive.

**Additional comments:**



# GREEN JOBS

## A RUBRIC

Teacher name: \_\_\_\_\_

Student name: \_\_\_\_\_

CATEGORY	4 Super! You exceeded expectations	3 Great! You met all expectations	2 Ok. . . but You met most expectations	1 Oops! Try harder
Attractiveness & Organization	The brochure is exceptionally attractive with creative formatting and well-organized	The brochure has attractive formatting and well-organized.	Some of the brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Writing-Grammar	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
Writing Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct through the brochure after feedback from an adult.	There are 1-2 capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Knowledge Gained	Student can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student appears to have little knowledge about the facts or technical processes used in the brochure.

Additional comments:

# BRINGING LIFE TO WORDS

## COMPREHENSION QUESTIONS

1. Where and when was Virginia Driving Hawk Sneve born?
2. How old was she when she got married?
3. Why was Driving Hawk Sneve unaware that the rest of the United State was in the middle of the Great Depression?
4. When she graduated from college in 1954, how many other native students graduated with her?
5. What degrees did she receive?
6. What is her ancestry?
7. What two religions was she taught?
8. What theme is at the heart of her writing?
9. What types of stories did she tell her children?
10. Who taught her children the traditional stories?
11. Were her books published right away?
12. How many of her books have been published?
13. What made her work harder to write modern native stories?

# ONCE UPON THEIR TIME

## COMPREHENSION QUESTIONS

1. What is Philomine Lakota's job?
2. Where does she do this?
3. Is the task of storytelling for men or women?
4. Why is Philomine Lakota afraid that the stories and ceremonies will be forgotten?
5. What are the purposes of storytelling? Explain each.
6. Why has the oral tradition been so important in passing down stories and knowledge?
7. How has the humor in native storytelling changed over the years?
8. Has storytelling changed forms in the modern era? How?

# WOMEN OF MEDICINE IN HISTORY

A WORKSHEET

Text-to-text connections:

Text-to-self connections:

Text-to-world connections:



**Susan LaFlesche Picotte**

Characters I want  
to remember:

Text-to-world connections:

Text-to-text connections:

Text-to-self connections:

Text-to-world connections:



**Elizabeth Blackwell**

Characters I want  
to remember:

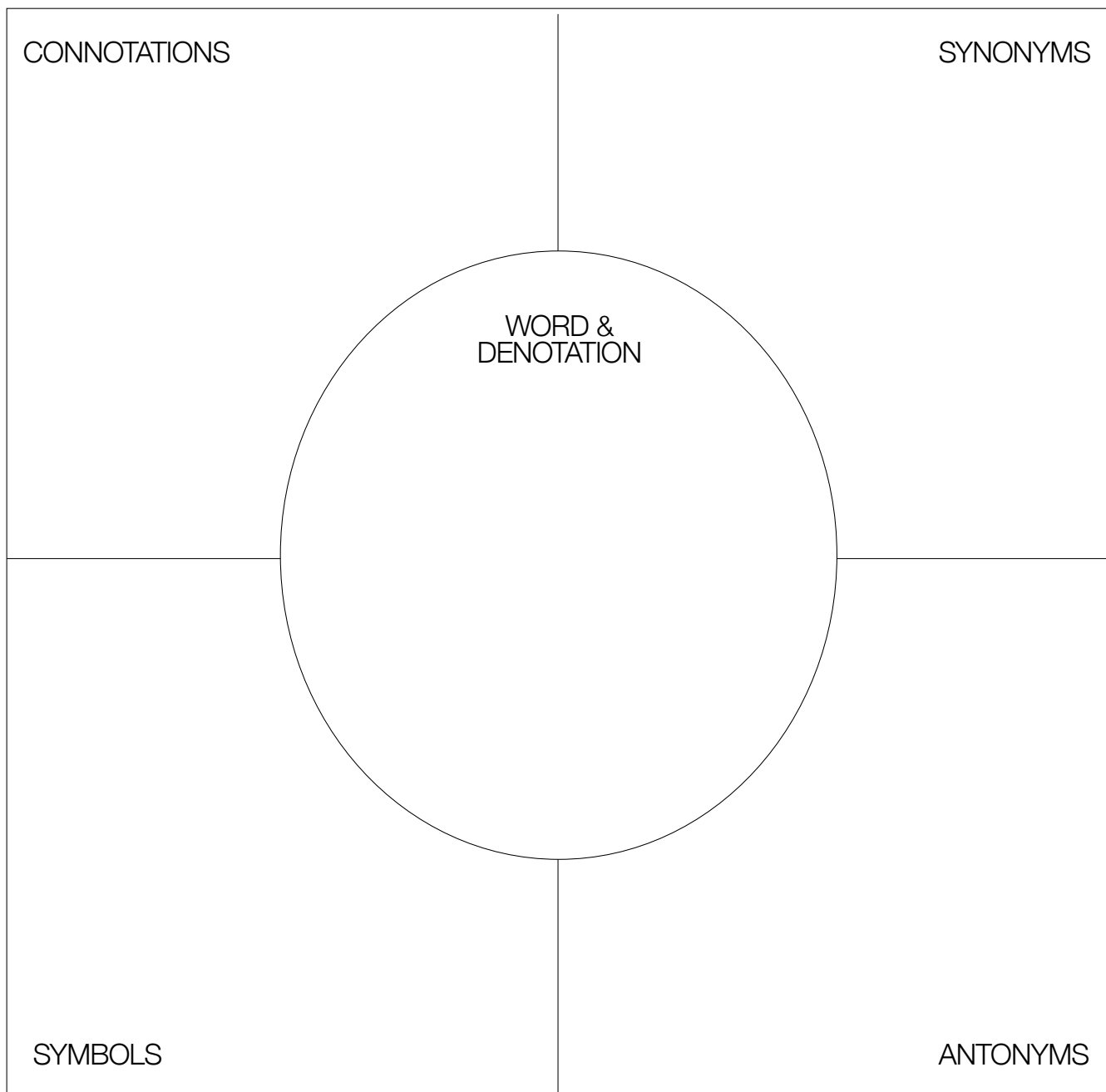
Text-to-world connections:



# FRAYER MODEL 1

DARING TO DEFY: DARLA BLACK

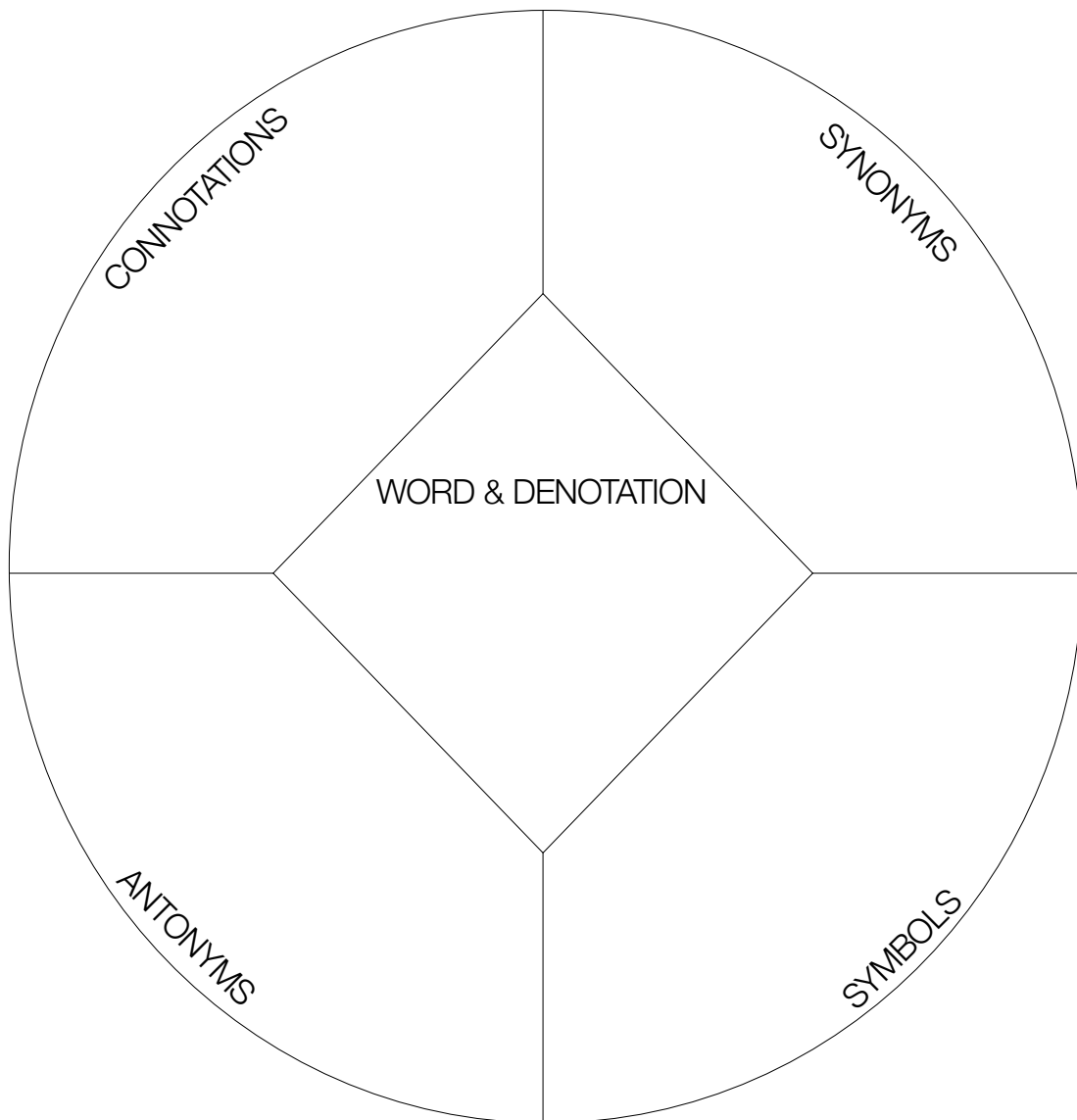
1. Choose the circular or rectangular puzzle for your activity.
2. Students are to be assigned vocabulary terms to complete for the Frayer models. You may determine how many terms should be assigned per student.
3. Once students have completed the labeling of the Frayer Models, pieces are to be cut.
4. Students are then asked to sort through the large collection of class model pieces to reassemble their original Frayer Models. Further assignments and instruction of this process can be developed by the teacher.



# FRAYER MODEL 2

DARING TO DEFY: DARLA BLACK

1. Choose the circular or rectangular puzzle for your activity.
2. Students are to be assigned vocabulary terms to complete for the Frayer models. You may determine how many terms should be assigned per student.
3. Once students have completed the labeling of the Frayer Models, pieces are to be cut.
4. Students are then asked to sort through the large collection of class model pieces to reassemble their original Frayer Models. Further assignments and instruction of this process can be developed by the teacher.



# LAKOTA VIRTUES

## A VOCABULARY LIST

Humility:

Perseverance:

Respect:

Honor:

Love:

Sacrifice:

Truth:

Compassion:

Bravery:

Fortitude:

Generosity:

Wisdom:

# HELICOPTER NAMES

## DARING TO DEFY: DARLA BLACK

How is Native American culture used in military names of helicopters?

What is the significance of naming military machinery after a nation?

What conflicts occurred between the U.S. military and these nations in the past?



# GENDER ROLES

## DEFENDING THEIR COUNTRY, HONORING THEIR CULTURE

Below is a list of common jobs or roles. On the space provided indicate what percent (%) of doing the job or taking the role you believe should be assigned to a female? Male? Percentages can range from 0 to 100, but must total 100 percent.

FEMALE %	MALE %	JOB/ROLE	FEMALE %	MALE %	JOB/ROLE
		Family income			Driving children to school
		House cleaning			Picking out toys for girls
		Car maintenance			Doing the dishes
		Attending school conferences			Driver of car when both are there
		Washing clothes			Staying home from work to care for sick child
		Mowing the lawn			Asking a person out on a date
		Cooking			Putting children to bed
		Disciple of children			Participating in any sport
		Opening door			Paying the bills
		Selecting what to watch on TV			Grocery shopping
		Going back to college for a degree or another degree			Driving children to lessons
		Leaving work to pick-up child from school			Obtaining a job promotion when equally qualified
		Making decisions for the family			Paying for social events (i.e. movies, dinner out)

# WHAT IS A WARRIOR?

DEFENDING THEIR COUNTRY, HONORING THEIR CULTURE

Describe your idea of a warrior.

Describe their physical and mental characteristics.

What is the purpose and functions of a warrior?

Name several famous warriors.

How is gender reflected in your answers?

# PERSUASIVE SPEECH

## A RUBRIC

Student name: \_\_\_\_\_

CATEGORY	4- ABOVE STANDARDS	3- MEETS STANDARDS	2- APPROACHING STANDARDS	1- BELOW STANDARDS	SCORE
<b>ATTENTION GRABBER</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement or relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND it is not relevant to the topic.	
<b>EVIDENCE AND EXAMPLES</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>ACCURACY</b>	All supportive facts and statistics are reported accurately.	Almost all supportive facts and statistics are reported accurately.	Most supportive facts and statistics are reported accurately.	Most supportive facts and statistics were inaccurately reported.	
<b>SEQUENCING</b>	Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
<b>SOURCES</b>	All sources used for quotes, statistics and facts are credible and cited correctly.	All sources used for quotes, statistics and facts are credible and most are cited correctly.	Most sources used for quotes, statistics and facts are credible and cited correctly.	Many sources are suspect (not credible) AND/OR are not cited correctly.	

# GRAPHIC ORGANIZER

## FOR NON FICTION READING

---

**BOLD** List any words or phrases that are in bold print.

---

**ITALICS** List any words or phrases that are in italics.

---

**GRAPHICS** Describe any graphics. (photos, drawings, graphs, charts, maps, tables, etc.)

---

**FACTS** List at least 5 facts found in the article. (Done after reading the article)

---

**OPINIONS** List any opinions found in the article. (Done after reading the article)

---

**X MARKS THE SPOT** or at least the main point. In 2-3 sentences, write the main point of the article. (Done after reading the article)



# SUMMARIZING GRAPHICS

## FOR NON FICTION READING

How to use the summary template:

1. Cut out on dark outside lines.
2. Fold on the line beneath the title.
3. Place the tab formed by the little tab along the left hand side of the page and glue the tab only into notebook.
4. Cut on dark thick line between each section.
5. Titles or examples go on the front of the tabs and supporting or further information goes under tabs.
6. Use only 14, 9, 5 words as indicated on each section.

PRACTICE SUMMARIZING TEXTS		
<b>5 WORDS</b>	<b>9 WORDS</b>	<p><b>What's happening?</b></p> <p>(equivalent to a Tweet)</p> <p><b>14 IMPORTANT WORDS</b></p> <p><b>SUBMIT</b></p>

↪ Teacher examples on front. Students examples under tabs.

THIS ACTIVITY WAS TAKEN FROM THE WORK OF DINAH ZIKE AND IS USED WITH PERMISSION.

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# BOOKMARKS

## TEMPLATE DIRECTIONS

The bookmark templates can be used to help students read either fiction or nonfiction text. Teachers or students can easily go into Google images and put in the book title, person's name, or book subject to find a picture. Copy, paste, re-size, and voila! You have a bookmark.

<hr/> <p>(Topic)</p> <p>Characters I want to remember:</p> <p>Text-to-world connections:</p>	<p>Text-to-text connections:</p> <p>Text-to-self connections:</p> <p>Text-to-world connections:</p>
--	---

# STORYBOOK ANALYSIS

## DIGGING INTO STORY ELEMENTS

---

Characters I want to remember:

---

Events I think are important:

---

Text-to-text Connections:

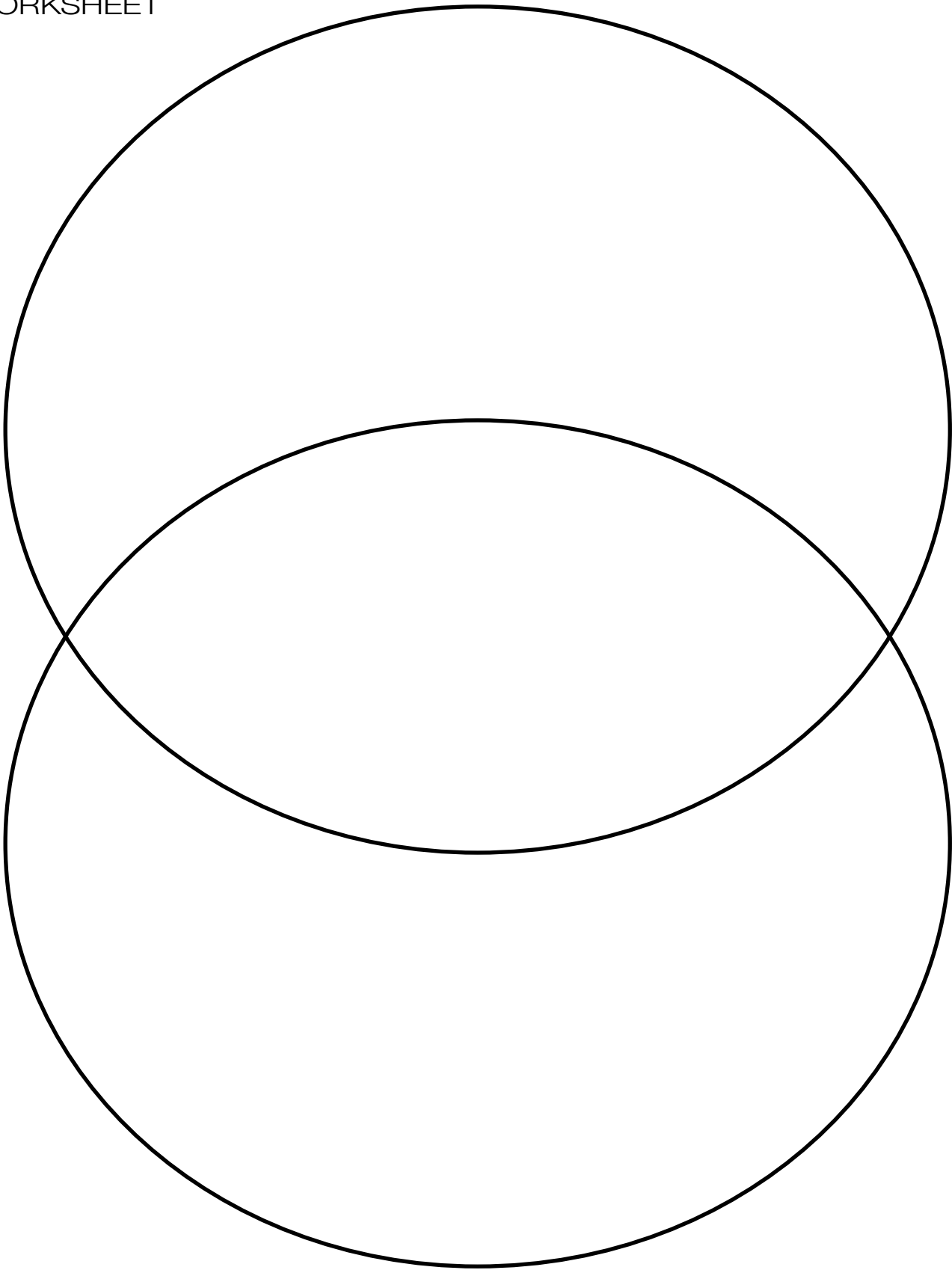
---

Text-to-self Connections:

---

Text-to-world Connections:

**VENN DIAGRAM**  
A WORKSHEET





# KWL CHART

DIGGING INTO A STORY

TOPIC: \_\_\_\_\_

**K**

(What I Know)

**W**

(What I want to Know)

**L**

(What I have Learned)

# NATIVE DAUGHTERS | ADDITIONAL RESOURCES

## BOOKS

**Waterlily** by Ella Cara Deloria

- At Amazon.com you can see the cover and read Chapter 1 and Ella's biography page from the book. Copyright 1988 by University of Nebraska Press ISBN# 0-8032-4739-7

**Speaking of Indians**

by Ella Cara Deloria

- Copyright 1998 by University of Nebraska Press ISBN# 0-8032-6614-6

**Collected Wisdom: American Indian Education** by Linda Miller Cleary & Thomas D. Peacock

- Copyright 1998 by Allyn & Bacon ISBN# 0-2-5-26757-2

**The Seventh Generation: Native Students Speak Out About Finding the Good Path** by Amy Bergstrom, Linda Miller Cleary, and Thomas D. Peacock

- Copyright 2003 by AEL ISBN# 1-880785-25-0

**American Indian Education: A History**

by Jon Reyhner and Jeanne Eder

- Copyright 2004 by University of Oklahoma Press ISBN# 0-8061-3593-X

**Creating Sacred Places for Children,**

National Indian School Board Association

- PO Box 790, Polson, MT 59860, (406) 883-3603, fax—(406) 275-4987, ([www.creatingsacredplaces.org](http://www.creatingsacredplaces.org))

**Empowering Teachers to Empower Students, Vol. I,**

Nebraska Department of Education, 2004.

- Available on-line at [www.nde.state.ne.us/NATIVEAMER](http://www.nde.state.ne.us/NATIVEAMER)

**Empowering Teachers to Empower Students, Vol. II,**

Nebraska Department of Education, 2005

- Available on-line at [www.nde.state.ne.us/NATIVEAMER](http://www.nde.state.ne.us/NATIVEAMER)

**Reclaiming Youth at Risk: Our Hope for the Future** by Dr. Larry Brendtro, Dr. Martin Brokenleg, Dr. Steve VanBockern,

ISBN 1-879639-86-6

**Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong** by James W. Loewen, ISBN 978-0684818863

## CURRICULUM RESOURCES

**University of Nebraska Medical Center SEPA** (Science Education Partnership Award)

**Role Model Posters** ([http://www.unmc.edu/rhen/role\\_model\\_poster.htm](http://www.unmc.edu/rhen/role_model_poster.htm))

Each poster set features 5 different Native American Role Models in all areas of health and science. The set includes one composite poster, five 11 by 17 classroom posters and five 8.5 by 11 teacher pages. Each classroom poster and teacher page features one individual and includes information about his/her tribal affiliation, profession and words of wisdom. The teacher pages include connections to both Nebraska and South Dakota Science standards, suggested uses for the posters, career connections, literature books and suggested activities. There are currently six different sets available for purchase with each set containing both women and men role models. These sets would work well with the following Native Daughter Themes: Environmentalists, Healers, or Leaders.

**Minnesota Department of Education Indian Education Office K-12 Curriculum Frameworks**

([http://education.state.mn.us/MDE/Academic\\_Excellence/Indian\\_Education/index.html](http://education.state.mn.us/MDE/Academic_Excellence/Indian_Education/index.html))

The Minnesota K-12 Curriculum Frameworks website has 13 well developed units that are available for download in either pdf or word formats. The Curriculum unit titles are (Native Daughter Theme match):

- American Indian Art (Artists)
- American Indian Contributions (Artists, Healers)
- American Indian Family Life (Lawgivers, Warriors, Leaders)
- American Indian Harmony and Balance (Environmentalists)
- American Indian Leadership (Warriors, Leaders)
- American Indian Music and Dance (Artists, Storyteller)
- American Indian Oral Traditions (Storytellers)
- American Indian Sovereignty (Lawgivers, Leaders)
- American Indian Tribal Government (Lawgivers, Leaders)
- American Indian U.S. Policies (Lawgivers) American Indian Values (Environmentalists, Healers, Warriors) Expanding (<http://education.state.mn.us/mdeprod/groups/Choice/documents/Presentation/002945.pdf>)
- Expanding the Circle-Respecting the Past, Preparing for the Future
- Positive Indian Parenting Manual

**Montana Department of Public Instruction Indian Education Office**

(<http://www.opi.mt.gov/Programs/IndianEd/>)

Thru Montana's Indian Education for All program a large variety of curriculum materials have been developed for school districts. These materials are available on-line at the website listed above. The lessons plans and additional resources available are too numerous to mention. However, one particular suggestion is the honor yourself poster series (<http://opi.mt.gov/programs/indianed/honor/>).

One publication that relate directly to some of the Native Daughters Artists theme is: **American Indian Music: More Than Just Flutes and Drums** (<http://www.opi.mt.gov/pdf/IndianEd/Resources/09MoreThanDrums>)

Nebraska Studies.org <http://www.nebraskastudies.org>

**Nebraskastudies.org offers teachers, students, and history buffs access to archival photos, documents, letters, video segments, maps, and more capturing the life and history of Nebraska from pre-1500 to the present. One particular note is that this website offers additional information about Susan La Flesche Picotte who is featured in the Healers Theme of Native Daughters.**

**NWREL Indian Reading Series** (<http://educationnorthwest.org/resource/1112>)

Twelve Northwest Indian reservations actively participated in the development of this program from its beginning. The NWREL Indian Reading & Language Development Program produced 140 culturally relevant stories written by local Indian authors and illustrated by Indian artists. The result of this work was a unique supplementary reading and language development program for Indian and non-Indian children. The materials were authenticated by the participating tribes and field tested with over 1200 Indian and non-Indian children in 93 classrooms throughout the Northwest. This series would supplement the Native Daughters Storytellers theme.

# NATIVE DAUGHTERS | ADDITIONAL RESOURCES

## **Strategies That Work: Teaching Comprehension to Enhance Understanding**

by Stephanie Harvey and Anne Goudvis, ISBN 978-157110-481-6

## **The Lakota Way: Stories and Lessons for Living**

by Joseph M. Marshall III

- Copywrite 2001 by the Penguin Group  
ISBN# 0-142196096

## **BOOKS (continued)**

## **Walking with Grandfather: The Wisdom of Lakota Elders**

by Joseph M. Marshall III

- Copywrite 2005 by Sounds True, Inc.  
ISBN# 1-59179-352-1

## **The Journey of Crazy Horse**

by Joseph M. Marshall III

- Copywrite 2004 the Penguin Group  
ISBN# 0-670-03355-3

## **Old Indian Days**

by Charles A. Eastman

- Copywrite 1991 by University of Nebraska Press ISBN# 0-8032-6718-5

## **Buffalo Woman**

by Dorothy M. Johnson

- Copywrite 1977 by University of Nebraska Press ISBN# 0-8032-7583-8

## **Black Elk Speaks** by John G. Neihardt

- Copywrite 1961 by University of Nebraska Press ISBN# 0-8032-8359-8

## **Red Cloud and the Sioux Problem**

by James C. Olson

- Copywrite 1965 by University of Nebraska Press ISBN# 0-8032-5817-8

## **Cheyenne Autumn** by Mari Sandoz

- Copywrite 1953 University of Nebraska Press ISBN# 0-8032-9212-0

## **Wounded Knee: An Indian History of the American West** by Dee Brown

- Copywrite 1974 Henry Holt and Company ISBN# 0-8050-2700-9

## **Lakota Society** by James R. Walker

- Copywrite 1982 by University of Nebraska Press ISBN# 0-8032-9737-8

Potential Book outlets:

Plains Trading Company Bookstore,

## **CURRICULUM RESOURCES (continued)**

### **Nebraska Humanities Council Resources**

(<http://www.nebraskahumanities.org/speakers/hrc.html>)

There are several speakers in the Speakers Bureau who can speak to your students on Native American topics; traveling trunks that allow for hands-on interaction with Native American artifacts; and many videos that can be checked out that cover topics presented in Native Daughters. Visit the website for complete details about these resources.

### **NebraskaStudies.org** (<http://www.nebraskastudies.org/>)

Nebraskastudies.org offers teachers, students, and history buffs access to archival photos, documents, letters, video segments, maps and more capturing the life and history of Nebraska from pre-1500 to the present. One particular note is that this website offers additional information about Susan La Flesche Picotte who is featured in the Healers Theme of Native Daughters.

### **The National Archives**

(<http://www.archives.gov/education/research/>)

The National Archives website offers a resource guide for "Getting Started Using Primary Resources in the Classroom." This guide may be particularly helpful for teachers who are working on research projects with students.

### **Native American Public Telecommunications**

(<http://www.nativetelecom.org/education>)

NAPT offers many documentaries that spotlight various historical and contemporary issues facing American Indians. Many of the documentaries featured on their website also contain teacher resource guides with detailed lesson plans as well as viewer guides that contain discussion questions about the documentaries. Two films in particular that relate to the Artists Theme of Native Daughters are Choctaw Code Talkers produced by Valerie Red-Horse and Weaving Worlds a compelling and intimate portrait of economic and cultural survival through art. Navajo filmmaker Bennie Klain takes viewers into the world of contemporary Navajo weavers and their struggles for self-sufficiency. The Apache 8 documentary that is part of the Warriors Theme lesson plans also can be found on this website.

Using **THEIVES** to Preview Nonfiction Text

(<http://www.readwritethink.org/resources/resource-print.html?id=112>)

"Using a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary, students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they "stole" from the chapter and discuss how the strategy is useful in better understanding a text."

This resource is included to provide teachers with an additional strategy to use with students to help them better understand the text they are reading in Native Daughters which is all nonfiction.

### **The Nebraska Educator's Guide to Singing and Dancing** presented by the Lied

Center for Performing Arts [http://education.liedcenter.org/wp-content/uploads/2010/02/NE\\_Educators\\_Guide-2.pdf](http://education.liedcenter.org/wp-content/uploads/2010/02/NE_Educators_Guide-2.pdf)

### **Identity By Design: Tradition, Change and Celebration in Native Women's Dresses**

presents an array of Native women's clothing from the Plains, Plateau and Great Basin regions of the United States and Canada, dating from the 1800s to the present. Be sure to check out the Resource link for a lesson plan dealing with traditional dress making on the Fort Peck reservation. <http://www.nmai.si.edu/exhibitions/identity%5Fby%5Fdesign/IdentityByDesign.html>

## CURRICULUM RESOURCES (continued)

### Learning standards:

American Association of School Libraries 21st Century Learners Standards <http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>

*The Native Daughters curriculum writers incorporated many of the standards presented here into their lesson planning. Although not listed in their lesson plans, you may want to refer to this document for your own reference point of how you can implement these standards into your instruction.*

### Speakers/Presenters/Hands On Resources

Nebraska Humanities Council Resources <http://www.nebraskahumanities.org/speakers/hrc.html>

There are several speakers in the Speakers Bureau who can speak to your students on Native American topics; traveling trunks that allow for hands-on interaction with Native American artifacts; and many videos that can be checked out that cover topics presented in Native Daughters. Visit the website for complete details about these resources.

### How to use Primary Documents:

*The National Archives* <http://www.archives.gov/education/research/>

The National Archives website offers a resource guide for “Getting Started Using Primary Resources in the Classroom.” This guide may be particularly helpful for teachers who are working on research projects with students.

### Evaluating Resources for use in your classroom:

Evaluating American Indian Materials & Resources for the Classroom – textbooks, literature, DVDs, Videos, and websites – [http://www.opi.mt.gov/pdf/IndianEd/Resources/09Eval\\_Textbooks.pdf](http://www.opi.mt.gov/pdf/IndianEd/Resources/09Eval_Textbooks.pdf)

Although this publication does not relate directly to a Native Daughters theme, it is highly recommended that all teachers who are going to incorporate the materials presented here or any materials about American Indians into their curriculum read this article.

### Non-fiction reading strategy:

Using THIEVES to Preview Nonfiction Text

<http://www.readwritethink.org/resources/resource-print.html?id=112>

“Using a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary, students are guided through a preview of a nonfiction text. After guided practice, partners work together to use the strategy to preview a chapter from a textbook. Students discuss what information they “stole” from the chapter and discuss how the strategy is useful in better understanding a text.”

This resource is included to provide teachers with an additional strategy to use with students to help them better understand the text they are reading in Native Daughters which is all nonfiction.

### Developing Rubrics:

RUBISTAR: free on-line resource to assist you in creating rubrics for evaluation tools in multiple lesson plans. <http://rubistar.4teachers.org>.

The Nebraska Department of Education and University of Nebraska-Lincoln do not endorse any of the above mentioned booksellers. They are merely listed as potential outlets for obtaining Native American books. There are many other quality booksellers across the state and country who will also be able to provide you with books you may want or require.



## Language Arts

- 5.2.1** Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- 5.3.1** Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
- 5.3.3** Reciprocal Communication: Students will develop and apply reciprocal communication skills.
- 5.4.1** Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).
- 6.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- 6.3.1** Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
- 6.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
- 6.4.1** Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).
- 7.1** Students will learn and apply reading skills and strategies to comprehend text.
- 7.1.4** Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.
- 7.1.5** Vocabulary: Students will build literacy, general academic, and content specific grade level vocabulary
- 7.1.6** Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
- 7.2** Students will learn and apply writing skills and strategies to communicate.
- 7.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- 7.3.1** Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.
- 7.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
- 7.4** Students will identify, locate, and evaluate information.
- 7.4.1** Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).
- 8.1** Students will learn and apply reading skills and strategies to comprehend text.
- 8.1.4** Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing.
- 8.1.5** Vocabulary: Students will build literacy, general academic, and content specific grade level vocabulary
- 8.1.6** Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
- 8.1.6.c** Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)
- 8.2** Students will learn and apply writing skills and strategies to communicate.
- 8.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- 8.2.2** Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.
- 8.3** Students will learn and apply speaking and listening skills and strategies to communicate.
- 8.3.1** Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
- 8.3.2** Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.
- 8.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
- 8.4** Students will identify, locate, and evaluate information.
- 8.4.1** Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).
- 12.1** Students will learn and apply reading skills and strategies to comprehend text.
- 12.1.4** Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing.
- 12.1.5** Vocabulary: Students will build literacy, general academic, and content specific grade level vocabulary.
- 12.1.6** Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.
- 12.1.6.c** Analyze the function and critique the effects of the author's use of stylistic and literary devices (e.g., allusion, symbolism, irony, foreshadowing, flashback, metaphor, personification, epiphany, oxymoron, dialect, tone, mood, transitional devices)
- 12.2** Students will learn and apply writing skills and strategies to communicate.

- 12.2.1** Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- 12.2.2** Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.
- 12.3** Students will learn and apply speaking and listening skills and strategies to communicate.
- 12.3.1** Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.
- 12.3.2** Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.
- 12.3.3** Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.
- 12.4** Students will identify, locate, and evaluate information.
- 12.4.1** Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).

## Social Studies

- 8.1.1** Students will analyze major cultures in the Americas before the 17th century.
- 8.1.2** Students will analyze the major peoples, events, and ideas that led to the exploration and the settlement of the Americas by Europeans
- 8.1.3** Students will describe key people, events, and ideas from colonial America.
- 8.1.6** Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies.
- 8.1.7** Students will explain post-Civil War changes in the United States, and the role of the United States in world affairs through World War I
- 8.1.9** Students will describe key people, events, and ideas since World War I.
- 8.3.1** Students will explain and compare the structures, functions, and powers of the three branches of government at the national, state, and local levels.
- 8.3.3** Students will compare the policy-making process at the local, state, and national levels of government.
- 8.3.4** Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.
- 8.3.7** Students will summarize the rights and responsibilities of United States citizens
- 8.4.2** Student will demonstrate skills for historical analysis
- 8.4.3** Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events
- 12.1.1** Students will describe key people, events, and ideas from colonial America. Describe life in the colonies in the 18th century from the perspectives of Native Americans.
- 12.1.4** Students will analyze the impact of immigration on American life, identifying factors.
- 12.1.13** Students will develop skills for historical analysis
- 12.1.14** Students will demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.
- 12.2.10** Students will analyze major 20th century historical events
- 12.3.9** Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.
- 12.4.1** Students will demonstrate geographical skills.

## Science

- 5.1.1.g** Share information, procedures, and results with peers and/or adults
- 5.1.2.b** Recognize that new discoveries are always being made which impact scientific knowledge
- 5.1.2.c** Recognize many different people study science
- 8.1.1** Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.
- 8.1.2.b** Describe how scientific discoveries influence and change society
- 8.1.2.c** Recognize scientists from various cultures have made many contributions to explain the natural world
- 12.1.1** Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.
- 12.1.1.g** Analyze and interpret data, synthesize ideas, formulate and evaluate models, and clarify concepts and explanations.
- 12.1.2.a** Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge.
- 12.1.2.b** Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society.
- 12.1.2.c** Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world.

# NATIVE DAUGHTERS | CURRICULUM DEVELOPERS



**JAY CANNING**  
**TRIBAL AFFILIATION** Anishinaabe (White Earth) and Santee Sioux  
**SCHOOL** Santee Community School, Santee, Neb.  
**TEACHING EXPERIENCE** 4 years



**KAY EARTH**  
**TRIBAL AFFILIATION** Winnebago  
**SCHOOL** Winnebago Public Schools, Winnebago, Neb.  
**POSITION** Title VII Program Director/Grant Writer  
**TEACHING EXPERIENCE** 26 years  
**COMMUNITY SERVICE** Native Aspirations Oversight Committee  
**COMMENTS** Kay is also the "Woxetechire" Dance Troop co-coordinator with Winnebago Public Schools.



**KRISTINE EARTH**  
**TRIBAL AFFILIATION** Winnebago  
**SCHOOL** Winnebago Public Schools, Winnebago, Neb.  
**POSITION** High School Girls Basketball Coach  
**TEACHING** Experience 3 years  
**COMMUNITY SERVICE** Volunteer coach of youth sports, tutoring, mentoring  
**COMMENTS** Kristine is also the "Woxetechire" Dance Troop co-coordinator with Winnebago Public Schools.



**PATTY HERRIMAN**  
**TRIBAL AFFILIATION** none  
**SCHOOL** Norris Public Schools, Firth, Neb.  
**POSITION** Reading/English teacher  
**TEACHING EXPERIENCE** 27 years  
**COMMUNITY SERVICE** Tutor high risk low income students  
**COMMENTS** Patty holds a degree in psychology and master's in education for the emotionally disabled. Patty is a participant in Arts Are Basic and the Nebraska Writing Project.



**NEPTHYS JUSTO**  
**TRIBAL AFFILIATION** Santee Sioux Nation  
**SCHOOL** Niobrara Public Schools, Niobrara, Neb.  
**TEACHING EXPERIENCE** 4 years  
**COMMENTS** Nepthys graduated from the University of Nebraska-Lincoln.



**GREG KELLER**  
**TRIBAL AFFILIATION** none  
**SCHOOL** Lincoln High School, Lincoln, Neb.  
**POSITION** Journalism Teacher  
**TEACHING EXPERIENCE** 22 years  
**HONORS** NAACP Community Service Award  
**COMMENTS** Greg teaches a wide array of classes including photojournalism, and multicultural literature. He facilitates the newspaper and school yearbook.



**PAULA LOW**  
**TRIBAL AFFILIATION** none  
**SCHOOL** Walthill Public Schools, Walthill, Neb.  
**POSITION** Library-Media Specialist  
**TEACHING EXPERIENCE** 20 years  
**COMMENTS** Paula specializes in gathering of authentic resources for classroom use.



**CHRISTOPHER MALÝ**  
**TRIBAL AFFILIATION** none  
**SCHOOL** Lincoln High School, Lincoln Nebraska  
**POSITION** English Teacher  
**TEACHING** Experience 13 years  
**HONORS** NEA Trenhold Civil and Human Rights Award, Nebraska Speech and Theatre Association Outstanding Teacher, selected playwright at Great Plains Play Festival (Omaha)  
**COMMUNITY SERVICE** NAACP Youth Chapter Advisor/ Foundation, Indian Parent Advisory Council Member, American Indian Student Caucus Advisor, ARTS in Schools Educator (Sheldon Museum)

# NATIVE DAUGHTERS | CURRICULUM DEVELOPERS



**MICHELLE RICHLING**  
**TRIBAL AFFILIATION** none  
**SCHOOL** Walthill Public Schools, Walthill, Neb.  
**POSITION** fifth and sixth grade history teacher  
**TEACHING EXPERIENCE** 15 years  
**HONORS** M.A.  
**COMMUNITY SERVICE** Sunday School teacher



**MAUREEN LOSEE**  
**TRIBAL AFFILIATION**  
**SCHOOL** Omaha Mercy High School, Omaha, Neb.  
**POSITION** Consumer Science and Social Studies  
**TEACHING EXPERIENCE** 26 years  
**HONORS** Phi Alpha Theta History Honorary, Salkenatchie Consortium Expert Teacher  
**COMMENTS** Worked with American Indian schools South Dakota, Kansas and South Carolina.



**RENEE SAN SOUCI**  
**TRIBAL AFFILIATION** Omaha  
**SCHOOL** UmoNhoN Nation Public Schools, Macy, Neb.  
**POSITION** Teaching Artist in Residence through the LIED Center  
**COMMENTS** Designing a language survival school based on Native philosophy and world views.



**KIM SOPER**  
**TRIBAL AFFILIATION** none  
**SCHOOL** University of Nebraska-Medical Center SEPA program coordinator  
**POSITION** Educational Consultant  
**TEACHING EXPERIENCE** 30 years  
**HONORS** President Nebraska Association Teachers of Science, creator of Ethnobotany and Role Model poster sets for SEPA curriculum.  
**COMMENTS** Member of the Nebraska Health Science Standards and Model Curriculum writing team.



**KAREN TYNDALL**  
**TRIBAL AFFILIATION** Omaha  
**SCHOOL** Walthill Public Schools, Walthill, Neb.  
**POSITION** English teacher  
**TEACHING EXPERIENCE** 6 years  
**COMMENTS** Karen also designs appliques for Native American clothing along with traditional appliques.

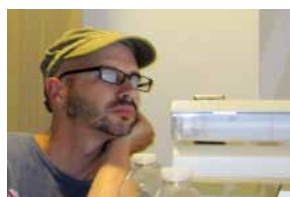


**SANDRA WOUNDED ARROW**  
**TRIBAL AFFILIATION** Cherokee  
**SCHOOL** Banner County Schools, Harrisburg, Neb., Western Nebraska Community College Distance Learning  
**POSITION** K-12 music and history (Banner County), History teacher (WNCC)  
**TEACHING EXPERIENCE** 12 years  
**COMMUNITY SERVICE** Board member of Wyoming Epilepsy Foundation, various disaster clean-up efforts, Sigma Alpha Iota Women's Music fraternity  
**COMMENTS** Master's degree in History with focus on Native American culture in history, anthropology and literature.

**SPECIAL THANK YOU:** To all of the teachers who took part in this project, we want to thank you for taking time from your summer to spend a week with us in Lincoln developing this project. You can be very proud of the work you did. It is our hope that this will be beneficial to many teachers across the state and nation and that they will be as inspired by you as we are.  
 —Carol Rempp and Scott Winter



**CAROL REMPP**  
**TRIBAL AFFILIATION** Oglala Lakota  
**EMPLOYER** Nebraska Department of Education  
**POSITION** Program Coordinator, Multicultural and Native American Education



**SCOTT WINTER**  
**EMPLOYER** University of Nebraska-Lincoln's College of Journalism and Mass Communication  
**POSITION** Assistant Professor, Multicultural Students in Media Adviser



A nation isn't conquered  
until the hearts of its  
women lay on the ground.

—NORTHERN CHEYENNE PROVERB



Special thank you to...

**NEBRASKA HUMANITIES COUNCIL** for providing major grant funding for the teacher's summer institute for the development of this curriculum companion.

**JUDI GAIASHKBOS , CHRISTINE LESIAK, JOE STARITA, JOHN WUNDER** and **SCOTT WINTER** for their vision and leadership as professors in creating Native Daughters.

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**DR. ROGER BREED** and **DR. MARY ANN LOSH**, Nebraska Department of Education for supporting the efforts of the Multicultural/Native American Education Office in completing this project.

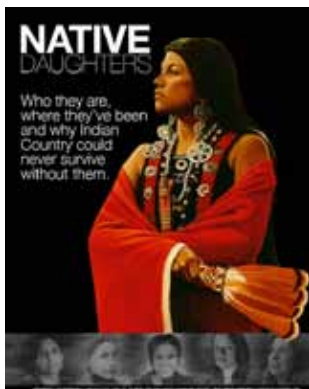
**KAY KEMMET**, student designer, for her masterful work in laying out the curriculum companion and creating a very professional document.

**PEG KIRBY**, without whose tremendous help, long hours and creativity this guide would not be possible.

**KIM SOPER** for going above and beyond to assist with the editing process.

**ALICE SAUNSOCI**, for her guidance in writing the Environmentalist Theme lesson plans.

**DEDICATION:** To Lucy Trimble, Emma Trimble Nelson and Irene Nelson Rempp, the Native Daughters who came before me, and Taylor Emma Rempp and Kodie Alice Rempp, the Native Daughters who have come after me. All of you have inspired me to do the work I do. ~Carol Rempp, Co-Project Coordinator.



#### **PURCHASING THE NATIVE DAUGHTERS MAGAZINE**

This curriculum companion complements the Native Daughters magazine, produced by University of Nebraska-Lincoln journalism students. To purchase classroom sets or individual copies of the magazine, please contact professor Joe Starita in one of the following ways:

**Phone:** 402.472.8280.

**Email:** [jstarita2@unl.edu](mailto:jstarita2@unl.edu)

**Website:** [natedaughters.org](http://natedaughters.org)

**Mail:** Joe Starita,  
239 Andersen Hall,  
Lincoln, NE 68588-0443

